

Parent Expectations and Planning for College

Statistical Analysis Report



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Executive Summary

The purpose of this report is to examine the characteristics associated with the educational expectations parents had for their children and the postsecondary education planning practices families and schools engaged in. The results presented in this report are based on a sample of about 6,800 students in grades 6 through 12 from the 2003 Parent and Family Involvement in Education Survey (PFI) of the National Household Education Surveys Program (NHES), and represent the 28,182,000 students in grades 6 through 12 in the United States in early 2003. Even though 2003 PFI data were collected from parents of students in kindergarten through grade 12, only parents of students in grades 6 through 12 were asked the types of postsecondary education questions that apply to this report. These parents were asked about:

- the level of education they expected their children to achieve;
- whether their children's schools provided information to help their children plan for postsecondary education;
- whether they or someone in their family planned to help pay the costs of postsecondary education; and
- whether they felt they had enough information about postsecondary education costs to begin planning.

Parent Expectations for Their Children's Educational Attainment

About 9 in 10 students (91 percent) in grades 6 through 12 had parents who expected them to continue their education beyond high school. Of these, 65 percent had parents who expected them to earn a bachelor's degree or higher, and 26 percent had parents who expected them to complete some postsecondary education.

- A higher percentage of girls (69 percent) than boys (62 percent) had parents who expected them to finish college.
- Eighty percent of Asian students had parents who expected them to finish college, compared to 66 percent of White students, 64 percent of Black and Hispanic students, and 53 percent of Other, non-Hispanic students.
- A higher percentage of students who were reported to have earned mostly A's (86 percent) had parents who expected them to finish college than students who were reported to have earned lower grades (64, 38, and 24 percent for students reported to have earned mostly B's, mostly C's, and mostly D's or F's, respectively).
- Sixty-nine percent of students from two-parent families had parents who expected them to finish college, compared to 58 percent from single parent families, and 52 percent from other types of family arrangements.
- A higher percentage of students from families with a household income greater than \$75,000 (83 percent) had parents who expected them to finish college than students from families with smaller household incomes (51, 56, and 70 percent for students from

families with incomes of \$25,000 or less, \$25,001 to \$50,000, and \$50,001 to \$75,000, respectively).

- Seventy-two percent of students whose parents did not mainly speak English at home had parents who expected them to finish college, compared to 65 percent whose parents mainly spoke English. Further, 76 percent of students whose parents were not born inside the United States had parents who expected them to finish college, compared to 63 percent whose parents were.¹
- A higher percentage of students whose parents had earned at least a bachelor's degree (88 percent) had parents who expected them to finish college than students whose parents had completed less education (62 percent for parents who had some postsecondary education, and 44 percent both for parents who had graduated from high school and for those with less than a high school diploma).
- Eighty-three percent of private school students had parents who expected them to finish college, compared to 64 percent of public school students, and 55 percent of homeschooled students.

Parent Assessment of School Provided Information

About one-third of students (32 percent) had parents who perceived that their child's school did *very well* at providing information to help their child plan for postsecondary education, while 28 percent had parents who perceived that their child's school did *just ok* at providing information. However, a little over one-quarter (27 percent) of students had parents who perceived that their child's school provided *no information at all*, while 13 percent had parents who perceived that their child's school *did not do very well* at providing information.

- A higher percentage of students in grades 11 and 12 had parents who perceived that their child's school did *very well* at providing information (46 percent) than students in grades 9 and 10 (38 percent) and students in grades 6 through 8 (20 percent). Conversely, a higher percentage of students in grades 6 through 8 had parents who perceived that their child's school provided *no information at all* (42 percent) than students in grades 9 and 10 (20 percent) and students in grades 11 and 12 (11 percent).
- A higher percentage of students who were reported to have earned mostly A's (36 percent) had parents who perceived that their child's school did *very well* at providing information to help their child plan for postsecondary education than students who were reported to have earned lower grades (32, 27, and 19 percent for students reported to have earned mostly B's, mostly C's, and most D's or F's, respectively).
- Thirty-eight percent of students whose parents did not mainly speak English at home had parents who perceived that their child's school did *very well* at providing information to help their child plan for postsecondary education, compared to 31 percent whose parents mainly spoke English.

¹ The United States includes the 50 states and the District of Columbia, plus the following U.S. territories (Puerto Rico, Guam, American Samoa, U.S. Virgin Islands, Mariana Islands or Solomon Islands).

- Forty-six percent of private school students compared to 31 percent of public school students had parents who perceived that their child's school did *very well* at providing information to help their child plan for postsecondary education.

Financial Planning for Postsecondary Education

Among students whose parents expected them to continue their education after high school, 82 percent had parents who reported that the family was planning on helping to pay their child's postsecondary education costs.² Furthermore, among those whose family was planning on helping to pay the costs, 66 percent had parents who reported that they had enough information about postsecondary education costs to begin planning.³

- Eighty-seven percent of White and 85 percent of Other, non-Hispanic students had parents who reported that the family was planning on helping to pay the costs, compared to 77 percent of Asian students, 76 percent of Black students, and 72 percent of Hispanic students. Further, a higher percentage of White students (72 percent) had parents who reported that they had enough information about postsecondary education costs to begin planning than Asian (62 percent), Black (58 percent), Other, non-Hispanic (56 percent), and Hispanic (47 percent) students.
- A higher percentage of students from two parent families had parents who reported that the family was planning on helping to pay the costs (86 percent), compared to students from single parent families (76 percent) and those from other types of family arrangements (64 percent). Further, a higher percentage of students from two parent families had parents who reported that they had enough information about the costs to begin planning (69 percent) than students from single parent families (60 percent) or other types of family arrangements (49 percent).
- A higher percentage of students whose parents had earned at least a bachelor's degree had parents who reported that the family was planning on helping to pay the costs (92 percent) than students whose parents had completed less education (81, 75, and 60 percent for parents who had some postsecondary education, graduated high school, and had less than a high school diploma, respectively). Further, a higher percentage of students whose parents had earned at least a bachelor's degree had parents who reported that they had enough information about the costs to begin planning (81 percent) than students whose parents had completed less education (62, 51, and 31 percent for parents who had some postsecondary education, graduated high school, and had less than a high school diploma, respectively).
- Ninety-one percent of private school students had parents who said that the family was planning on helping to pay the costs, compared to 82 percent of public school students, and 77 percent of homeschooled students. However, 78 percent of private school students

² The 2003 PFI asked parents "do you or does anyone in your family plan to help (child) pay for (his/her) education after high school, or have you not thought about it yet?" To simplify the text "family" refers to "...you or anyone in your family..."

³ To further simplify the text, all references to results about parents having enough information on postsecondary education costs apply to the sample of students whose parents reported that the family was planning on helping to pay for the costs.

and 77 percent of homeschooled students compared to 65 percent of public school students had parents who said that they had enough information about the costs to begin planning.

Study Considerations

Like most studies, this report has several considerations that should be kept in mind when interpreting the results. First, the 2003 PFI data used in this report are based on reports provided by parents of the sampled students. While good for studying issues such as perceptions about the delivery of useful information about postsecondary education from their children's schools, parent reports are indirect measures of many of the variables reported here such as financial planning for the sampled students' postsecondary education.

For this study, all group differences were tested for statistical significance using two-tailed Student's t-tests, and all differences discussed in the report are statistically significant at the $p < .05$ level. These bivariate tests examined differences between groups defined by select student, family, and parental involvement characteristics on each of the outcome variables of interest. It is important to note that the analysis variables employed in this report may be related to one another, and complex interactions and relationships have not been explored here. Furthermore, this report is descriptive in nature, and readers are cautioned not to draw causal inferences based solely on the results presented. Release of this descriptive report and the data upon which it is based is intended to encourage more in-depth analyses of the relationship between these variables using more sophisticated statistical methods.

Foreword

This statistical analysis report presents information about the educational expectations parents have for their children and several steps both students and parents take to prepare for the pursuit of postsecondary education. The data used for the analyses in this report are from the 2003 National Household Surveys Program (NHES) Parent and Family Involvement in Education Survey (PFI). Aspects of this report provide follow-up information from a previous NHES report on paying for college (NCES 2003-030), in particular parent expectations for postsecondary education for their children and knowledge and plans for paying the costs of postsecondary education.

We hope that the information provided in this report will be useful to a wide range of interested readers, including both researchers and policymakers. We further hope that the results reported here will encourage others to use the NHES data, both now and in the future.

Mark Schneider, Commissioner
National Center for Education Statistics

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Introduction

The expectations parents have for their children's educational future can provide a foundation for student achievement and educational attainment. Previous studies have attempted to show that the educational expectations parents have for their children are associated with the educational expectations children have for themselves. For instance, Trusty and Pirtle (1998) used National Educational Longitudinal Survey (NELS) data to compare student perceived parental expectations for them with their own educational expectations. They found little disagreement between the two, and that if anything adolescents reported slightly higher expectations for themselves than what they perceived their parents expected of them. In a different study involving ninth-grade students from a Midwest state, Hossler and Stage (1992) accounted for 36 percent of the variation in students' predisposition to college (i.e., choice on whether to continue their education beyond high school) in a model that found a direct association with parents' expectations. Moreover, the magnitude of the direct association between the two was approximately three times larger than the next strongest association between participation in high school activities and students' predisposition to college.

Other studies have attempted to examine associations between parents' expectations and their children's academic achievement and attainment. In using first grade data from the Beginning School Study, Thompson, Alexander, and Entwistle (1988) found that the performance expectations parents held for their children were higher in dual-parent households than in single parent households, and that these higher expectations mediated most of the association between household composition and the school performance gains children made during first grade. Several studies used NELS data to also examine this issue. For instance, Masino and Hodapp (1996) found that parents' expectations were higher among students who performed better in school regardless of student disability status. Fan (2001) found that parents' expectations were positively associated with growth in student achievement in reading, mathematics, science, and social studies from grade 8 through grade 12, even after statistically controlling for socioeconomic status. More recently, Sandefur, Meier, and Campbell (2006) used NELS data to examine social capital differences in the predicted probabilities of students working toward a four-year college or bachelor's degree compared with other forms of postsecondary education (i.e., two-year college or associate's degree, certificate or other postsecondary education but not working toward a degree). They found that the predicted probability of attending a four-year college was nearly six times greater among students whose parents expected them to earn a bachelor's degree, who regularly discussed with them aspects of their schooling (e.g., school program, activities at school, and studies), and who frequently made contact with the school on academic matters and were more involved in school activities than students whose parents expected them only finish high school and who were generally not involved in any aspect of their children's schooling.

Studies have also examined which characteristics are associated with differences in the educational expectations parents have for their children. Many of these studies are also based on analysis of NELS data. For example, Cheng and Starks (2002) found that Asian, Hispanic, and Black students perceived higher parent educational expectations of them than White students.

However, this finding was evident only when expectations for a four-year college degree and graduate education were combined together, as their analysis further documented that White students were more likely than students in any of the other three racial/ethnic groups to perceive parent expectations of them to complete a four-year college degree only. Both Glick and White (2004) and Hao and Bonstead-Brunns (1998) used NELS data to examine differences in parents' expectations based on immigrant status and found that parents of immigrant families tended to have higher expectations for their children than parents of non-immigrant families. Finally, research on differences based on parental characteristics has shown that expectations are greater among parents with higher incomes and higher levels of educational attainment (Fan 2001; Roscigno and Crowley 2001).

The purpose of this report is to describe the educational expectations that parents report having for their children, and to examine differences in these expectations across groups that differ on some key student, family, and school characteristics as reported by parents (e.g., grade, sex, race and ethnicity, household income, parent education, extent of parental involvement in educational and cultural activities with their children). In addition, this study will examine the extent to which parents who expect their children to obtain postsecondary education plan to provide financial assistance for their children's postsecondary education, the extent to which they report they have enough information to begin such planning, and the extent to which they perceive their children's schools as providing useful information for planning for postsecondary education.

The data source for this report was the 2003 National Household Education Surveys Program (NHES) Parent and Family Involvement in Education Survey (PFI). The 2003 PFI was included in the seventh wave of the NHES study and represents the third wave of the PFI. The 2003 PFI was collected from parents of students enrolled in kindergarten through grade 12 attending regular schools or being homeschooled in the 50 states and the District of Columbia. It focused on parents' involvement with their children's schools and participation in educational activities outside of school. The analytical sample in this report was restricted to the roughly 6,800 students in grades 6th through 12th, since questions about postsecondary education were only asked of parents of these students.^{1,2}

This report addresses the following research questions:

- What educational expectations did parents of 6th through 12th grade students have for their children? Do these expectations vary by student, family, school, and parental involvement characteristics?
- How well did parents of 6th through 12th grade students perceive that their children's schools provided information helpful in planning for postsecondary education? Do these parent perceptions vary by student, family, school, and parental involvement characteristics?

¹ This includes 170 children who are ungraded, homeschooled, or in special education, but who are in the grade equivalent of 6th to 12th grade.

² The plural use of the term 'parents' in this report can refer to one or both parents of a student.

- Among 6th through 12th grade students whose parents expected them to continue education after high school, what percentage of students had parents who reported that their families planned to help pay the postsecondary education costs? Further, what percentage of students had parents who reported that they had enough information about these costs to begin planning? Finally, do these plans to pay postsecondary education costs, and perceived levels of knowledge about these costs, vary by student, family, school, and parental involvement characteristics?

Data and Methods

The data for this report are from the Parent and Family Involvement in Education Survey (PFI) of the 2003 National Household Education Surveys Program (NHES:2003). NHES surveys collect data on education related topics from households.³ The 2003 PFI collected information from parents about topics such as school choice, parental involvement in students' schools and education, students' participation in extracurricular activities outside of school, students' academic performance and problems in school, parent expectations about their children's educational attainment, and parent financial planning for students' postsecondary education.

Study Sample and Methods

The NHES:2003 sample was selected using random digit dialing (RDD) methods, and the data were collected using computer-assisted telephone interviewing (CATI) technology. A random sample of telephone numbers was selected in the first stage, and within each household with eligible children, at least one eligible child was selected in the second stage. The sample for the 2003 survey is nationally representative of all children in kindergarten through grade 12 enrolled in regular school or homeschooled in the 50 states and the District of Columbia. The person chosen as the respondent for the interview was the parent or guardian in the household who knew the most about the child's education.⁴ Although the interview respondent was an adult, the sampling unit and unit of analysis is the child. The weighted response rate for NHES:2003 screener was 65 percent with about 32,000 households completing a screener. The 2003 PFI completion rate, or the percentage of eligible sampled children for whom interviews were completed, was 83 percent. In total, parents of about 12,400 students completed the interview. Thus, the weighted overall response rate for the 2003 PFI was 54 percent (the product of the Screener response rate and the PFI completion rate).

The sample in this report includes parents of about 6,800 students in grades 6 through 12.⁵ The sample was limited to students in grades 6 through 12 because questions about postsecondary education were asked only of parents of these students. Since students are the unit of analysis for all analyses presented in this report, the results are discussed as differences between populations of students and not parents (e.g., percent of students had parents who...).

The variables of interest in this report are: 1) the highest level of education parents expected their children to obtain, 2) how well parents perceived that their children's schools provided information helpful in postsecondary education planning, 3) parent reports of whether families were planning to provide financial support for their children's postsecondary education, and 4) parents' perceived knowledge about postsecondary education costs. This report compares differences in these variables by the following student, family, and parent involvement characteristics: 1) grade in school, 2) sex, 3) race/ethnicity, 4) parent-reported average grades

³ For a detailed description of the survey, see appendix B.

⁴ Hereafter, "parent" is used as shorthand for "parent or guardian."

⁵ This includes 170 students who were ungraded, homeschooled, or in special education, but who were in the grade equivalent of 6th to 12th grade. Four students ages 12 to 19 whose grade level could not be determined were excluded from the analysis.

across all subjects, 5) family structure, 6) household income, 7) language spoken most at home by parents at home, 8) parents' country of birth, 9) parents' highest level of education, 10) school type, 11) joint parent-student participation in educational and cultural activities, and 12) parent-student discussions about time management strategies.

The Student's t-test was used in comparisons to indicate whether differences between two estimates were statistically different (see appendix B for more detail including information for how to calculate and interpret). All t-tests were two-tailed tests using a .05 level of significance. The discussion of results is limited to statistically significant differences across the response categories for the variables of interest. Not all statistically significant differences are discussed in this report.⁶

Study Considerations

There are several considerations that should be kept in mind when interpreting the results presented in this report. First, the 2003 PFI data in this report are based on reports by parents of the sampled students. While good for measuring the experiences of the sampled students' parents for such issues as perceptions about postsecondary information received from their children's schools, parent reports are indirect measures of many of the variables included in the analysis of this report. More specifically, they are not direct measures of the information schools actually provide to help students plan for postsecondary education, or direct measures of the actual plans families may have in place to help pay for their children's postsecondary education and whether the information they have is actually sufficient to begin planning on how to pay these costs.

Another consideration is that the results presented in this report are from bivariate comparisons. The bivariate comparisons test for differences between groups defined by each of the student, family, and parental involvement characteristics described above on each of the outcome variables of interest. Furthermore, this report is descriptive in nature, and readers are cautioned not to draw causal inferences based solely on the results presented. It is important to note that the analysis variables employed in this report may be related to one another, and complex interactions and relationships have not been explored here. Release of this descriptive report and the data upon which it is based is intended to encourage more in-depth analyses of the relationship between these variables using more sophisticated statistical methods.

A final consideration is that the 2003 PFI data do not include reports by parents of students who have dropped out of school. As noted earlier, the sample is nationally representative of all children in kindergarten through grade 12 enrolled in regular school or homeschooled. One concern is that some dropouts may end up returning to school to complete their education and pursue some form of postsecondary education.

⁶ The tables in appendix D provide a summary of statistically significant and non-significant results of all t-test comparisons conducted in the analysis to this report.

Parent Expectations for Their Children's Educational Attainment

Parents tend to believe and expect that their child will continue their education after high school. Data from the 2003 PFI show that 91 percent of students in grades 6 through 12 had parents who expected them to continue their education after high school. Of these, 65 percent had parents who expected them to earn at least a bachelor's degree, and 26 percent had parents who expected them to complete some postsecondary education (table 1).⁷ In this discussion, we will focus on some of the statistically significant differences in parents' expectations that their children will finish college. Appendix table D1 summarizes all of the group comparisons that were conducted involving parent expectations for postsecondary educational attainment.

Student Characteristics

Parent expectations varied by several student characteristics. The data, for instance, show that expectations were lower for older students (grades 9 through 12). Sixty-eight percent of students in grades 6 through 8 had parents who expected them to finish college, compared to 62 percent of students in grades 9 and 10, and 64 percent of students in grades 11 and 12. Meanwhile, a higher percentage of girls than boys had parents who expected them to finish college (69 percent vs. 62 percent). Differences by student race and ethnicity show that Asian students had the highest percentage of parents who expected them to finish college (80 percent versus 66 percent among White students, 64 percent among Black and Hispanic students, and 53 percent among Other, non-Hispanic students). As figure 1 shows, parent expectations were higher among students who earned better grades. For instance, 86 percent of students reported to have earned mostly A's had parents who expected them to finish college, compared to 64 percent of students reported to have earned mostly B's, 38 percent of students reported to have earned mostly C's, and 24 percent of students reported to have earned mostly D's or F's.⁸

Family Characteristics

Parent expectations varied by several family characteristics. A higher percentage of students from two-parent families (69 percent) had parents who expected them to finish college than students from single-parent families (58 percent) and students from other types of family

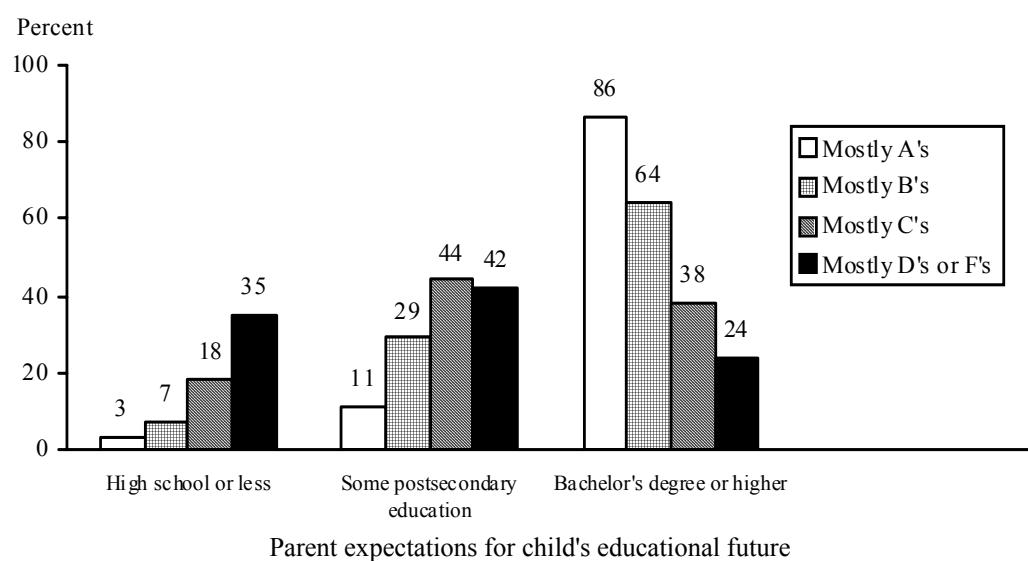
⁷ The 2003 PFI asked parents how far they expect their child to go in his/her education. The response categories were: 1) to receive less than a high school education, 2) to graduate from high school, 3) to attend a vocational or technical school after high school, 4) to attend two or more years of college, 5) to finish a four- or five-year college degree, and 6) to earn a graduate degree or professional degree beyond a bachelors (see appendix A). For this report the responses were combined into three categories: 1) high school or less, 2) some postsecondary education, and 3) college graduate or higher.

⁸ Additional analysis of the data revealed differences when broken down by grade level. Thirty-five percent of D or F performing students in grades 6 though 8 had parents who expected them to finish college, compared to 18 percent of similar performing students in grades 9 and 10, and 10 percent of similar performing students in grades 11 and 12.

arrangements (52 percent).⁹ Meanwhile, a higher percentage of students from families with household incomes greater than \$75,000 (83 percent) had parents who expected them to finish college than students from families with smaller household incomes (51 to 70 percent).

Parent expectations varied by the language parents mainly spoke at home and whether parents were born inside the United States or not. Seventy-two percent of students whose parents mainly spoke a language other than English at home and 76 percent of students whose parents were born outside of the United States had parents who expected them to finish college. By comparison, 65 percent of students whose parents spoke English and 63 percent of students whose parents were born inside the United States had parents who expected them to finish college.

Figure 1. Percentage of students in grades 6 through 12 according to the highest level of education their parents expected them to obtain, by parent-reported students' average grades across subjects: 2003



SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the 2003 National Household Education Surveys Program (PFI-NHES:2003).

⁹ “Other” types of family arrangements include non-parent guardians (i.e., persons other than birth, adoptive, step or foster mothers and fathers such as grandparents, aunts, or uncles). Please see appendix A for more detail on how the family type (structure) variable was categorized.

School Characteristics

Parent expectations were also higher among students who attended private schools. Eighty-three percent of private school students had parents who expected them to finish college, compared to 64 percent of public school students, and 55 percent of homeschooled students.

Parental Involvement

The 2003 PFI asked parents whether they had engaged in a series of activities with their child within the previous month. For this report, responses to four activities (visited a library; gone to a play, concert, or other live show; visited an art gallery, museum, or historical site; and visited a zoo or aquarium) were summed to form an index that ranged from engaged in zero (engaged in none of the listed activities) to three or four types (engaged in three or four of the listed activities).¹⁰ This report also includes a parent involvement variable that is from another PFI survey question that asked whether parents discussed time management strategies with their children.

Based on the four educational and cultural activities taken from the PFI survey and used in this report, the results show that a higher percentage of students who participated more frequently with their parents in these kinds of activities had parents who expected them to finish college. Specifically, 80 percent of students whose parents reported participating in three or four types of educational activities with them, and 78 percent of students whose parents reported participating in two types of activities, had parents who expected them to finish college. The difference between these two groups was not statistically significant, but both groups were significantly more likely to have parents who expected them to finish college than were students whose parents reported engaging in one of the listed types of activities (64 percent), and all three groups were significantly more likely to have parents who expected them to finish college than were students whose parents reported no participation in any of the listed activities (57 percent).

¹⁰ Please see appendix A for details on how the parent-student participation in educational and cultural activities index was constructed.

Table 1. Number and percentage distribution of 6th through 12th grade students according to the highest level of education their parents expected them to obtain, by selected student, family, school, and parental involvement characteristics: 2003

Characteristic	Number of students (in thousands)	High school or less (percent)	postsecondary education ¹ (percent)	Some Bachelor's degree or higher (percent)
Total	28,182	9	26	65
Student characteristics				
Grade in school				
6 through 8	12,472	9	23	68
9 and 10	7,936	11	27	62
11 and 12	7,773	8	28	64
Sex				
Male	14,461	11	27	62
Female	13,721	7	24	69
Race/ethnicity				
White, non-Hispanic	18,026	8	26	66
Black, non-Hispanic	4,480	11	26	64
Hispanic	4,066	11	25	64
Asian/Pacific Islander	755	4 !	16	80
Other, non-Hispanic	854	16	30	53
Student's average grades across all subjects ²				
Mostly A's	10,581	3	11	86
Mostly B's	10,444	7	29	64
Mostly C's	5,234	18	44	38
Mostly D/F's	1,269	35	42	24
Family characteristics				
Family structure				
Single parent	7,699	12	30	58
Two parent	19,528	8	23	69
Other	955	19	28	52
Household income				
\$25,000 or less	6,701	17	32	51
\$25,001 to \$50,000	7,261	11	33	56
\$50,001 to \$75,000	6,224	5	25	70
More than \$75,000	7,995	4	14	83
Language spoken most at home by parents				
Other	2,927	11	16	72
English	25,255	9	27	65
Parents' country of birth				
Other	4,914	8	17	76
United States or U.S. Territories	23,268	9	27	63
Parents' education				
Bachelor's degree or higher	10,104	2	10	88
Some postsecondary education ¹	8,612	7	31	62
High school only	7,450	16	40	44
Less than high school	2,016	28	29	44
School characteristics				
School type				
Public	24,796	10	27	64
Private	2,732	4	13	83
Homeschool ³	654	12 !	33	55

See notes at end of table.

Table 1. Number and percentage distribution of 6th through 12th grade students according to the highest level of education their parents expected them to obtain, by selected student, family, school, and parental involvement characteristics: 2003—Continued

Characteristic	Number of students (in thousands)	High school or less (percent)	Some postsecondary education ¹ (percent)	Bachelor's degree or higher (percent)
Parental involvement				
Parent-student educational/cultural activities index ⁴				
No activities	10,749	13	30	57
One activity	9,594	9	27	64
Two activities	5,492	4	18	78
Three or four activities	2,347	4	15	80
Discussed time management				
No	6,134	10	26	63
Yes	22,047	9	25	66

¹ Interpret data with caution. Standard error is more than 30 percent as large as estimate.

¹ "Some postsecondary education" includes attending a vocational or technical school after high school and attending two or more years of college but less than finishing a four- or five-year college degree.

² This question is based on parental reports of student's average grades and was not asked of parents of homeschoolers who attended public or private school less than 9 hours per week.

³ Homeschoolers include children schooled at home who attended public or private schools less than 9 hours per week.

⁴ The Parent and Family Involvement in Education (PFI) survey measured four forms of educational and cultural activities that students and parents can share. These activities, measured on a monthly basis, include: 1) visiting a library, 2) attending a concert or play, 3) visiting an art gallery, museum, or historical site, and 4) visiting a zoo or aquarium.

NOTE: The "Number of students" column are population totals. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the 2003 National Household Education Surveys Program (PFI-NHES:2003).

Parent Assessment of School-Provided Information

Schools can often provide information that is helpful in postsecondary education planning. The 2003 PFI asked parents how well they thought their child's school provided information on how to help their child plan for postsecondary education. Table 2 shows that about one-third (32 percent) of students had parents who perceived that the school did *very well* at providing information and 28 percent had parents who perceived that the school did *just ok* at providing information. However, a little more than one-quarter (27 percent) of students had parents who perceived that their child's school provided *no information at all* and 13 percent had parents who perceived that the school *did not provide information very well*. In this discussion, we will focus on some of the statistically significant group differences in parents' perceptions that schools a) did *very well* at providing information, or b) provided *no information at all*. Appendix table D2 summarizes all of the group comparisons that were conducted involving perceptions of how well schools provided information.

Student Characteristics

Perceptions parents had about how well their child's school provided information varied by two student characteristics. A higher percentage of older students (grades 9 through 12) than younger students (grades 6 through 8) had parents who perceived that their child's school did *very well* at providing information. Forty-six percent of students in grades 11 and 12 and 38 percent of students in grades 9 and 10 had parents who perceived that their child's school did *very well* at providing information, compared to 20 percent of students in grades 6 through 8. Conversely, 42 percent of students in grades 6 through 8 had parents who perceived that their child's school provided *no information at all*, compared to 20 percent of students in grades 9 and 10, and 11 percent of students in grades 11 and 12. Meanwhile, students reported to have earned mostly A's had the highest percentage of parents who perceived that their child's school did *very well* at providing information. Thirty-six percent of students reported to have earned mostly A's had parents who perceived that their child's school did *very well* at providing information, compared to 32 percent of students reported to have earned mostly B's, 27 percent of students reported to have earned mostly C's, and 19 percent of students reported to have earned mostly D's or F's.

Family Characteristics

Perceptions parents had about how well their child's school provided information varied by several family characteristics. Compared to students from single parent families and students from other types of family arrangements, a lower percentage of students from two-parent families (25 percent versus 30 and 37 percent) had parents who perceived that their child's school provided *no information at all*. Similarly, 24 percent of students from families with household incomes between \$50,001 and \$75,000 and 23 percent from families with household incomes greater than \$75,000 had parents who perceived that their child's school provided *no information at all*, compared to 28 percent from families with household incomes between \$25,001 and \$50,000 and 34 percent from families with household incomes of \$25,000 or less.

Differences were also found based on the language parents most often spoke at home and whether parents were born inside the United States or not. Among students whose parents mainly

spoke a language other than English at home, 38 percent had parents who perceived that their child's school did *very well* at providing information. By comparison, among students whose parents spoke English, 31 percent had parents who perceived that their child's school did *very well* at providing information. Meanwhile, among students whose parents were born outside the United States, 35 percent had parents who perceived that their child's school did *very well* at providing information, compared to 32 percent of students whose parents were born inside the United States.

Finally, among students whose parents had completed a high school education or less, a higher percentage had parents who perceived that their child's school provided *no information at all* than students whose parents had graduated from college. Specifically, 32 percent of students whose parents had less than a high school education and 29 percent of students whose parents had a high school education had parents who reported similar perceptions, compared to 24 percent of students whose parents had graduated from college. Further, among students whose parents had lower educational expectations for them, a higher percentage had parents who perceived that their child's school provided *no information at all*. In this case, 33 percent of students whose parents did not expect them to continue their education beyond high school had parents who reported this, compared to 27 percent of students whose parents expected them to complete some postsecondary education, and 26 percent of students whose parents expected them to finish college.

School Characteristics

A higher percentage of private school students than public school students had parents who perceived that their child's school did *very well* at providing information to help their child plan for postsecondary education (46 percent versus 31 percent).

Parental Involvement

Among students whose parents discussed time management strategies with them, a smaller percentage had parents who perceived that their child's school provided *no information at all* than students whose parents did not (26 percent versus 32 percent).

Table 2. Number and percentage distribution of 6th through 12th grade students according to how well their parents perceived that the school provided information about how to help students plan for postsecondary education, by selected student, family, school, and parental involvement characteristics: 2003

Characteristic	Number of students (in thousands)	How to help student plan for postsecondary education (percent)			
		Does it very well	Just ok	Not very well	Doesn't do it at all
Total	27,528	32	28	13	27
Student characteristics					
Grade in school					
6 through 8	12,181	20	24	15	42
9 and 10	7,792	38	32	10	20
11 and 12	7,555	46	32	11	11
Sex					
Male	14,152	31	28	13	28
Female	13,376	33	29	12	26
Race/ethnicity					
White, non-Hispanic	17,536	30	31	14	25
Black, non-Hispanic	4,403	34	25	10	30
Hispanic	4,030	38	22	9	31
Asian/Pacific Islander	744	35	31	11	24
Other, non-Hispanic	815	26	24	11	38
Student's average grades across all subjects ¹					
Mostly A's	10,581	36	28	12	24
Mostly B's	10,444	32	28	12	28
Mostly C's	5,234	27	29	14	30
Mostly D/F's	1,269	19	27	19	35
Family characteristics					
Family structure					
Single parent	7,519	30	26	13	30
Two parent	19,068	33	29	12	25
Other	940	32	21	11	37
Household income					
\$25,000 or less	6,520	32	24	10	34
\$25,001 to \$50,000	7,075	31	28	13	28
\$50,001 to \$75,000	6,052	31	32	14	24
More than \$75,000	7,881	34	29	13	23
Language spoken most at home by parents					
Other	2,920	38	24	7	32
English	24,608	31	29	13	26
Parents' country of birth					
Other	4,866	35	25	9	31
United States or U.S. Territories	22,662	32	29	13	26
Parents' education					
Bachelor's degree or higher	9,854	34	30	12	24
Some postsecondary education ²	8,403	29	30	14	27
High school only	7,298	32	26	13	29
Less than high school	1,972	38	22	7	32
Highest level of education parents expect student to obtain					
Bachelor's degree or higher	18,076	34	28	12	26
Some postsecondary education ²	6,974	29	30	14	27
High school or less	2,478	31	26	10	33
School characteristics					
School type					
Public	24,796	31	29	13	27
Private	2,732	46	23	7	24

See notes at end of table.

Table 2. Number and percentage distribution of 6th through 12th grade students according to how well their parents perceived that the school provided information about how to help students plan for postsecondary education, by selected student, family, school, and parental involvement characteristics: 2003—Continued

Characteristic	Number of students (in thousands)	How to help student plan for postsecondary education (percent)				
		Does it very well	Just ok	Not very well	Doesn't do it at all	
Parental involvement						
Parent-student educational/cultural activities index ³						
No activities	10,575	31	29	14	26	
One activity	9,369	31	27	13	28	
Two activities	5,328	34	28	11	27	
Three or four activities	2,255	36	28	7	29	
Discussed time management						
No	6,066	30	25	13	32	
Yes	21,462	33	29	12	26	

¹ This question is based on parental reports of student's average grades and was not asked of parents of homeschoolers who attended public or private school less than 9 hours per week.

² "Some postsecondary education" includes attending a vocational or technical school after high school and attending two or more years of college but less than finishing a four- or five-year college degree.

³ The Parent and Family Involvement in Education (PFI) survey measured four forms of educational and cultural activities that students and parents can share. These activities, measured on a monthly basis, include: 1) visiting a library, 2) attending a concert or play, 3) visiting an art gallery, museum, or historical site, and 4) visiting a zoo or aquarium.

NOTE: The "Number of students" column are population totals. Sample is limited to parents of students who attended private or public school for 9 hours or more per week. Details may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the 2003 National Household Education Surveys Program (PFI-NHES:2003).

Financial Planning for Postsecondary Education

Families can act upon the expectations they have for their children's postsecondary education by planning to help finance the education costs. Among students whose parents expected them to continue their education after high school, the 2003 PFI asked the parents if they or someone in their family was planning on helping to pay for their child's postsecondary education, and if they felt they had enough information about the costs to begin planning.¹¹

The results discussed in this section apply only to students whose parents expected them to continue their education after high school. More specifically, the results in table 3 are based on the sample of students whose parents expected them to continue their education after high school, while the results in table 4 are based on the sample of students whose parents expected them to continue their education beyond high school and whose parents reported that they or someone in their family was planning on helping to pay for their child's postsecondary education costs. The data presented in table 3 show that 82 percent of students had parents who reported that the family was planning on helping to pay the costs of their child's postsecondary education. Meanwhile, the data presented in table 4 show that among students whose parents reported that the family was planning on helping to pay the costs, 66 percent had parents who reported that they had enough information about postsecondary education costs to begin planning. In this discussion, we will focus on some of the statistically significant group differences in the percentage of parents who responded affirmatively to these questions. Appendix tables D3 and D4 summarize all of the group comparisons that were conducted involving parent-reported planning to pay for children's postsecondary education.

Student Characteristics

There were differences in postsecondary education financial planning based on student race and ethnicity and students' average grades across all subjects. A higher percentage of White students (87 percent) than Black (76 percent), Hispanic (72 percent), and Asian (77 percent) students had parents who reported that the family was planning on helping to pay the costs, while a higher percentage of Other, non-Hispanic (85 percent) students than Black or Hispanic students had parents who reported the same.¹² Moreover, White students had the highest percentage of parents who reported that they had enough information about postsecondary education costs to begin planning (72 percent versus 62, 58, 57, and 47 percent). Differences were also observed based on the average grades students' were reported to have earned. Eighty-five percent of students reported to have earned mostly A's and 83 percent reported to have earned mostly B's had parents who reported that the family was planning on helping to pay the costs, compared to 76 percent reported to have earned mostly C's, and 75 percent reported to have earned mostly

¹¹ These responses were not followed up by asking parents to estimate the costs of college attendance. However in the 1999 NHES Youth and Parent Surveys, respondents were asked to estimate the cost. On average, respondents were found to overestimate the costs of college and both household income and parents' education level (i.e., the higher the level, the more likely they were to estimate accurately) were associated with the ability to estimate tuition. For more details see Horn, Chen, and Chapman 2003.

¹² The mean difference between Other, non-Hispanic students (85 percent) and Asian students (77 percent) was not statistically significant.

D's or F's. Further, 71 percent of students reported to have earned mostly A's had parents who reported that they had enough information about the costs to begin planning, compared to 64 percent reported to have earned mostly B's, 59 percent reported to have earned mostly C's, and 48 percent reported to have earned mostly D's or F's.

Family Characteristics

There were differences in postsecondary education financial planning based on all of the family characteristics. First, a higher percentage of students from two parent families had parents who reported that the family was planning on helping to pay the costs (86 percent) and that they had enough information about postsecondary education costs to begin planning (69 percent) than students from single parent families (76 and 60 percent) and students from other types of family arrangements (64 and 49 percent). The data in figure 2 show financial planning differences by household income. For instance, 94 percent of students from families with household incomes greater than \$75,000 had parents who reported that the family was planning on helping to pay the costs, compared to 88 percent with incomes between \$50,001 and \$75,000, 78 percent with incomes between \$25,001 and \$50,000, and 66 percent with incomes of \$25,000 or less.

Compared to students whose parents did not mainly speak English at home, a higher percentage of those whose parents did had parents who reported that the family was planning on helping to pay the costs (85 percent versus 62 percent) and that they had enough information about postsecondary education costs to begin planning (69 percent versus 34 percent). Among students whose parents were born inside the United States, 85 percent had parents who reported that the family was planning on helping to pay the costs and 69 percent had parents who said that they had enough information about postsecondary education costs to begin planning. By comparison, among students whose parents were born outside the United States, the respective percentages were 72 percent and 52 percent.

Finally, there were differences based on parental educational attainment and the educational expectations parents' had for their children. For instance, a higher percentage of students whose parents had earned at least a bachelor's degree had parents who reported that the family was planning to help pay the costs (92 percent versus 81, 75, and 60 percent) and that they had enough information about postsecondary education costs to begin planning (81 percent versus 62, 51, and 31 percent) than students whose parents had completed less education. Additionally, a higher percentage of students whose parents expected them to finish college had parents who reported that the family was planning on helping to pay the costs (85 percent) and that they had enough information about postsecondary education costs to begin planning (69 percent) than students whose parents expected them to complete some postsecondary education.

Table 3. Number and percentage distribution of 6th through 12th grade students whose parents expected them to attain at least some postsecondary education according to whether parents reported that the family was planning on helping to pay postsecondary education costs, by selected student, family, school, and parental involvement characteristics: 2003

Characteristic	Number of students (in thousands)	Family was planning on helping to pay postsecondary education costs (percent)			Have not thought about it
		Yes	No		
Total	25,623	82	4		13
Student characteristics					
Grade in school					
6 through 8	11,370	83	3		14
9 and 10	7,063	82	4		14
11 and 12	7,190	83	7		11
Sex					
Male	12,803	81	5		14
Female	12,820	83	4		13
Race/ethnicity					
White, non-Hispanic	16,564	87	4		9
Black, non-Hispanic	4,009	76	5		20
Hispanic	3,613	72	2		26
Asian/Pacific Islander	721	77	3		21
Other, non-Hispanic	717	85	5		10
Student's average grades across all subjects ¹					
Mostly A's	10,251	85	4		11
Mostly B's	9,700	83	4		13
Mostly C's	4,270	76	4		19
Mostly D/F's	829	74	6		20
Family characteristics					
Family structure					
Single parent	6,797	76	5		19
Two parent	18,056	86	4		11
Other	771	64	7		29
Household income					
\$25,000 or less	5,547	66	6		28
\$25,001 to \$50,000	6,463	78	6		17
\$50,001 to \$75,000	5,904	88	4		8
More than \$75,000	7,710	94	2		4
Language spoken most at home by parents					
Other	2,598	62	4		34
English	23,025	85	4		11
Parents' country of birth					
Other	4,542	72	4		23
United States or U.S. Territories	21,082	85	4		11
Parents' education					
Bachelor's degree or higher	9,940	92	3		5
Some postsecondary education ²	7,999	81	6		14
High school only	6,222	75	4		21
Less than high school	1,462	60	4		37
Highest level of education parents expect student to obtain					
Bachelor's degree or higher	18,434	85	4		11
Some postsecondary education ²	7,189	75	6		20
High school or less	†	†	†		†
School characteristics					
School type					
Public	22,429	82	4		14
Private	2,621	91	3		6
Homeschool ³	573	77	8		15

See notes at end of table.

Table 3. Number and percentage distribution of 6th through 12th grade students whose parents expected them to attain at least some postsecondary education according to whether parents reported that the family was planning on helping to pay postsecondary education costs, by selected student, family, school, and parental involvement characteristics: 2003—Continued

Characteristic	Number of students (in thousands)	Family was planning on helping to pay postsecondary education costs (percent)			Have not thought about it
		Yes	No		
Parental involvement					
Parent-student educational/cultural activities index ⁴					
No activities	9,371	79	5	16	
One activity	8,753	84	4	12	
Two activities	5,250	85	3	12	
Three or four activities	2,249	85	3	12	
Discussed time management					
No	5,504	78	6	16	
Yes	20,120	84	4	13	

† Not applicable.

¹ This question is based on parental reports of student's average grades and was not asked of parents of homeschooled who attended public or private school less than 9 hours per week.

² "Some postsecondary education" includes attending a vocational or technical school after high school and attending two or more years of college but less than finishing a four- or five-year college degree.

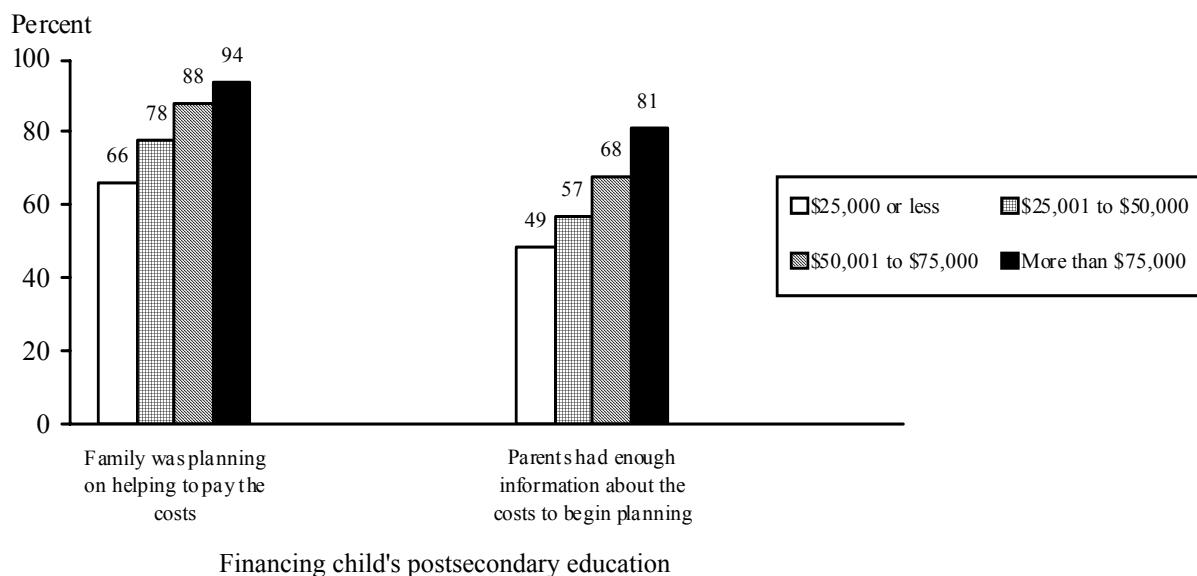
³ Homeschoolers include children schooled at home who attended public or private schools less than 9 hours per week.

⁴ The Parent and Family Involvement in Education (PFI) survey measured four forms of educational and cultural activities that students and parents can share. These activities, measured on a monthly basis, include: 1) visiting a library, 2) attending a concert or play, 3) visiting an art gallery, museum, or historical site, and 4) visiting a zoo or aquarium.

NOTE: The "Number of students" column are population totals. Sample in table is limited to those students whose parents expected them to continue their education after high school. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the 2003 National Household Education Surveys Program (PFI-NHES:2003).

Figure 2. Percentage of students in grades 6 through 12 whose family was planning on helping to pay their postsecondary education costs and whose parents reported that they had enough information about college costs to begin planning, by household income: 2003



SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement Survey (PFI) of the 2003 National Household Education Surveys Program (NHES:2003).

School Characteristics

Ninety-one percent of private school students had parents who reported that the family was planning on helping to pay the costs, compared to 82 percent of public school students, and 77 percent of homeschooled students. However, a higher percentage of both private school and homeschooled students had parents who reported that they had enough information about the costs to begin planning (78 and 77 percent) than public school students (65 percent).

Parental Involvement

The only observed difference in postsecondary education financial planning based on parent involvement was for parent and student discussions of time management. Eighty-four percent of students whose parents discussed time management with them within the preceding week had parents who reported that the family was planning on helping to pay the costs, compared to 78 percent of those whose parent did not.

Table 4. Number and percentage distribution of 6th through 12th grade students whose family was planning on helping to pay postsecondary education costs according to whether parents reported that they had enough information about college costs to begin planning, by selected student, family, school, and parental involvement characteristics: 2003

Characteristic	Number of students (in thousands)	Parents had enough information about college costs to start planning (percent)		
		Yes	No	Have not thought about it
Total	21,108	66	20	13
Student characteristics				
Grade in school				
6 through 8	9,392	63	20	17
9 and 10	5,775	64	23	13
11 and 12	5,941	73	19	8
Sex				
Male	10,413	67	20	13
Female	10,696	66	21	13
Race/ethnicity				
White, non-Hispanic	14,325	72	17	11
Black, non-Hispanic	3,029	58	26	16
Hispanic	2,591	47	33	20
Asian/Pacific Islander	552	62	19	19
Other, non-Hispanic	612	56	27	17
Student's average grades across all subjects ¹				
Mostly A's	8,687	71	18	11
Mostly B's	8,099	64	22	14
Mostly C's	3,264	59	23	18
Mostly D/F's	617	48	34	18
Family characteristics				
Family structure				
Single parent	5,134	60	27	14
Two parent	15,482	69	18	13
Other	492	49	27	25
Household income				
\$25,000 or less	3,685	49	30	21
\$25,001 to \$50,000	5,010	57	27	16
\$50,001 to \$75,000	5,175	68	18	14
More than \$75,000	7,238	81	12	7
Language spoken most at home by parents				
Other	1,616	34	41	25
English	19,492	69	19	12
Parents' country of birth				
Other	3,284	52	31	17
United States or U.S. Territories	17,824	69	18	13
Parents' education				
Bachelor's degree or higher	9,151	81	12	7
Some postsecondary education ²	6,445	62	24	14
High school only	4,642	51	28	22
Less than high school	870	31	43	27
Highest level of education parents expect student to obtain				
Bachelor's degree or higher	15,734	69	20	11
Some postsecondary education ²	5,375	58	22	20
High school or less	†	†	†	†
School characteristics				
School type				
Public	18,273	65	21	14
Private	2,394	78	13	9
Homeschool ³	442	77	16	7

See notes at end of table.

Table 4. Number and percentage distribution of 6th through 12th grade students whose family was planning on helping to pay postsecondary education costs according to whether parents reported that they had enough information about college costs to begin planning, by selected student, family, school, and parental involvement characteristics: 2003—Continued

Characteristic	Number of students (in thousands)	Parents had enough information about college costs to start planning (percent)			Have not thought about it		
		Yes	No	Yes			
Parental involvement							
Parent-student educational/cultural activities index ⁴							
No activities	7,382	63	22	16			
One activity	7,364	68	20	13			
Two activities	4,445	70	19	11			
Three or four activities	1,918	67	21	12			
Discussed time management							
No	4,287	65	16	19			
Yes	16,821	67	21	12			

† Not applicable.

¹ This question is based on parental reports of student's average grades and was not asked of parents of homeschooled who attended public or private school less than 9 hours per week.

² "Some postsecondary education" includes attending a vocational or technical school after high school and attending two or more years of college but less than finishing a four- or five-year college degree.

³ Homeschoolers include children schooled at home who attended public or private schools less than 9 hours per week.

⁴ The Parent and Family Involvement in Education (PFI) survey measured four forms of educational and cultural activities that students and parents can share. These activities, measured on a monthly basis, include: 1) visiting a library, 2) attending a concert or play, 3) visiting an art gallery, museum, or historical site, and 4) visiting a zoo or aquarium.

NOTE: The "Number of students" column are population totals. Sample in table is limited to those students whose parents expected them to continue their education after high school and reported that they or someone in their family was planning on helping to pay for postsecondary education costs. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the 2003 National Household Education Surveys Program (PFI-NHES:2003).

Summary and Conclusions

The purpose of this report was to examine the educational expectations parents had for their children, the perceptions parents had about the information schools provided to assist in postsecondary education planning, and whether families were planning to help finance the costs of a postsecondary education for their children.

Based on data from the 2003 PFI, roughly nine out of every 10 students (91 percent) in grades 6 through 12 had parents who expected them to continue their education beyond high school. About two-thirds (65 percent) had parents who expected them to finish college. These estimates are consistent with data from the 1999 NHES that estimated 96 percent of students in grades 6 through 12 had parents who said they thought their child would continue their education after high school (Horn, Chen, and Chapman 2003). The 2003 PFI data also show that about one-third (32 percent) of students had parents who perceived that their child's school did *very well* at providing information to help their child plan for postsecondary education, while 27 percent had parents who perceived that their child's school provided *no information at all*. As to financing a postsecondary education, among students whose parents expected them to continue their education after high school, 82 percent had parents who reported that the family was planning on helping to pay for their child's postsecondary education costs. Further, among those whose parents reported that the family was planning on helping to pay the costs, 66 percent had parents who reported that they had enough information about postsecondary education costs to begin planning.

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Appendix A—Glossary

This glossary describes the variables used in this report. The variables are grouped into one of two types—survey variables and derived variables. Survey variables are taken directly from the Parent and Family Involvement in Education (PFI) survey. Derived variables are created by using information from one or more survey variables in the PFI. The variables are further organized across student, family, school, and community characteristics, as well as by indicators of parental involvement, parental expectations and preparations for postsecondary education, parent-student discussions, and student problem behaviors. Within characteristics, variables are listed in the order they appear in the tables. Data for all of these variables were collected from the student's parent or guardian.

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DERIVED VARIABLES

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SURVEY VARIABLES

Sex

Indicates student's sex as reported in the Parent and Family Involvement in Education Survey.

- Male
- Female

Household income

Indicates response to the following question asked in the Parent and Family Involvement in Education Survey, "In studies like this, households are sometimes grouped according to income. What was the total income of all persons in your household over the past year, including salaries or other earnings, interest, retirement, and so on for all household members? Was it..." For this analysis, the responses were aggregated into the following categories:

- \$25,000 or less
- \$25,0001 to \$50,000
- \$50,001 to \$75,000
- More than \$75,000

School provision of information about planning for college

Indicates response to the question "Please tell me how well (child)'s (school/current school) has been doing the following things during this school year: Provides information on how to help (child) plan for college or vocational school."

- Does it very well
- Just o.k.
- Not very well
- Doesn't do it at all
- Don't know

Discussed time management

Indicates response to the question, "In the past week, have you or has someone in your family done the following things with (child): discussed with (child) how (he/she) would manage (his/her) time?"

- Yes
- No

DERIVED VARIABLES

Grade in school

Student's grade level was derived from two variables that were asked in the Parent and Family Involvement in Education Survey.

1. What grade or year is (child) attending?
2. What grade would (child) be in if (he/she) were attending (school/a school with regular grades)/ What grade or year is (child) attending?

For this report, the responses to these two questions were aggregated into the following categories:

- Grades 6 through 8
- Grades 9 and 10
- Grades 11 and 12

Race/ethnicity

Indicates student's race/ethnicity as reported in the Parent and Family Involvement in Education Survey. If the student's ethnicity was reported as Hispanic, the race/ethnicity of the student is Hispanic regardless of whether the student's race was classified as White, Black, or another race. Race/ethnicity was created using three variables that asked:

1. Is (child)...

White
Black
American Indian or Alaska Native
Asian or Pacific Islander
Some other race

2. A probe was used if the respondent answered “Some other race” with the following categories:

Hispanic/Latino/Mexican/Spanish/Puerto Rican
More than one race/biracial/multiracial
Other

3. Otherwise, respondents were asked, “Is (he/she) of Hispanic origin?”

Yes
No

The constructed categories for race/ethnicity are:

White, non-Hispanic
Black, non-Hispanic
Hispanic
Asian or Pacific Islander
Other (American Indian or Alaska Native, biracial, multiracial), non-Hispanic

Student's grades across all subjects

This variable was created by combining the responses from the following questions asked in the Parent and Family Involvement in Education Survey:

1. “Overall, across all subjects ((he/she) takes at school), does (he/she) get mostly: A’s, B’s, C’s, D’s and lower, or does (his/her) school not give these grades?”
2. Those who responded “child’s school does not give these grades” were asked: “Would you describe (his/her) work as: excellent, above average, average, below average, or failing?” Excellent was considered equivalent to A’s; above average to B’s; average to C’s; below average to D’s; and failing to F’s.

For this analysis, the responses were aggregated as follows:

Mostly A’s or excellent
Mostly B’s or above average
Mostly C’s or average
Mostly D’s or F’s or below average or failing

Family Structure

This variable was created based on another derived variable on family type, which indicates the number of parents and siblings. The categories of this derived variable are as follows:

Two parents and sibling(s)
Two parents, no sibling
One parent and sibling(s)
One parent, no sibling
Other

The last category, “Other,” includes non-parent guardians (i.e., persons other than birth, adoptive, step or foster mothers and fathers such as grandparents, aunts or uncles). For analysis in this report, the categories were aggregated as follows:

Two parent
Single parent
Other

Language spoken most at home by parents

Indicates responses to the question “What language do you speak most at home?”

- English
- Spanish
- English and Spanish equally
- English and another language equally
- Another language

The responses were aggregated as follows:

- Both/only parent(s) learned English first or currently speak(s) English in the home
- One of two parents learned English first or currently speaks English in the home
- No parent learned English first and both/only parent(s) currently speak(s) a non-English language in the home

For this analysis, the responses were coded as follows:

- Both/only parent(s) learned English first or currently speak(s) English in the home
- One of two parents learned English first or currently speaks English in the home, or no parents learned English first and both/only parent(s) currently speak(s) a non-English language in the home

NOTE: For this variable, information about student’s guardians was included.

Parents’ country of birth

This variable was created by combining the responses from the following questions asked in the Parent and Family Involvement in Education Survey:

1. In what state, country, or territory (were you/was (child)’s (mother/stepmother/foster mother/grandmother)) born?

- One of the 50 states or the District of Columbia
- One of the U.S. territories (Puerto Rico, Guam, American Samoa, U.S. Virgin Islands, Mariana Islands or Solomon Islands)
- Some other country

2. In what state, country, or territory (were you/was (child)’s (father/stepfather/foster father/grandfather)) born?

- One of the 50 states or the District of Columbia
- One of the U.S. territories (Puerto Rico, Guam, American Samoa, U.S. Virgin Islands, Mariana Islands or Solomon Islands)
- Some other country

The responses were aggregated as follows:

- Both parents or single parent born in the U.S. or U.S. territories
- Both parents, one of two parents, or single parent born outside the U.S.

NOTE: For this variable, information about student’s guardians was included.

Parents’ education

Indicates the highest level of education of the student’s parents or nonparent guardians who reside in the household. This variable was created based on another derived variable, which was created by aggregating the information collected on parent’s highest level of education

The categories for parent’s highest level of education are as follows:

- Less than high school diploma
- High school graduate or equivalent
- Vocational/technical education after high school or some college

College graduate
Graduate or professional school

For this analysis, the responses were further aggregated as follows:

Less than high school diploma
High school graduate or equivalent
Vocational/technical education after high school or some college
College graduate, graduate, or professional school

School Type

This variable was created by combining responses to the following questions asked in the Parent and Family Involvement in Education Survey.

1. Does (he/she) go to a public or private school?

Public
Private

2. Some parents decide to educate their children at home rather than send them to school. Is (CHILD) being schooled at home?

Yes
No

For this analysis, responses were coded as follows:

Public
Private
Homeschooled

NOTE: Some students were reported to attend both regular school and homeschool. Students who were reported to spend less than 9 hours per week at public or private school were coded as homeschooled. The rest were coded as attending either a public or private school.

Parent-student educational/cultural activities index

An index for parent's educational/cultural activities with student was created based on responses to the four questions listed below.

"In the past month, that is, since (month) (day), have you or has someone in your family done the following things with (child)?"

a. Visited a library?

Yes
No

b. Gone to play, concert, or other live show?

Yes
No

c. Visited an art gallery, museum, or historical site?

Yes
No

d. Visited a zoo or aquarium?

Yes
No

Responses to each question were summed. Index scores were calculated only when a respondent had valid data for at least 75% of the items used for the index. For this 4-item index, a respondent needed to have valid responses to at least 3 items in order to receive an index score. If a respondent had invalid responses to two or more questions, the index score was set to missing. If a respondent had valid responses to all except one question, available responses were summed and then weighted (by multiplying the summed score by four-thirds) so that the summed score would proportionally represent the full score the person would have had if he/she had not missed an item.

Four categories were created based on the index score as follows:

Engage in no parent-student educational/cultural activities
Engage in one type of parent-student educational/cultural activities
Engage in two types of educational/cultural activities
Engage in three or four types of educational/cultural activities

Postsecondary education expected by parent

Indicates responses to the question "How far do you expect (him/her) to go in (his/her) education? Would you say you expect (him/her)?"

To receive less than a high school diploma
To graduate from high school
To attend a vocational or technical school after high school
To attend two or more years of college
To finish a four- or five-year college degree
To earn a graduate degree or professional degree beyond a bachelors

The responses were aggregated as follows:

High school or less
Some postsecondary education
College graduate or higher

Family plans to help student pay for postsecondary education

This variable was created by combining responses to the following question asked in the Parent and Family Involvement in Education Survey:

Do you or does anyone in your family plan to help (child) pay for (his/her) education after high school, or have you not thought about it yet?

Yes
No
Has not thought about it

For this analysis, the responses were aggregated as follows:

Yes
No or has not thought about yet

Family has enough information about college costs to start planning

This variable was created by combining responses to the following questions:

1. Do you feel you have enough information about the amount needed for college or vocational school to start planning how to pay for (his/her) education, or have you not thought about it yet?

Yes
No
Hasn't thought about yet

Respondents who said that they had not thought about helping student pay for postsecondary education were not asked the question about information on college costs. The analysis was restricted to those respondents who responded “yes” to the question on helping student pay for postsecondary education costs. The final categories used in this analysis are listed below:

Yes
No
Hasn’t thought about yet

Appendix B—Technical Notes and Methodology

Data Sources

The data for this report come from the 2003 National Household Education Surveys Program (NHES), Parent and Family Involvement in Education Survey (PFI). The NHES was designed by the National Center for Education Statistics (NCES) to collect information on education in the United States. NHES data were first collected in 1991 and the NHES:2003 is the 7th round of data collection.

NHES:2003 was administered between January and April of 2003. The sample was selected using random digit dial (RDD) methods and the survey was conducted over the telephone using computer assisted telephone interview (CATI) technology. In NHES:2003, two different surveys were fielded: 1) Parent and Family Involvement in Education Survey (PFI), which was used for this report, and 2) Adult Education for Work-Related Reasons Survey (AEWR). A screener instrument, which collected demographic and educational information from household members, was used to determine eligibility for the two surveys. PFI gathered information on homeschooling, school choice, types and frequency of family involvement in children's schools, school practices to involve and support families, learning activities with children outside of school, and the involvement of nonresidential parents, and education activities. Data were collected from a parent or guardian who was the most knowledgeable about a sampled child or youth, typically the mother of the child. More information about the survey can be found in the *National Household Education Surveys of 2003: Data File User's Manual, Volume I and II* (Hagedorn et al. 2004a, 2004b).

The sample for PFI consists of about 12,400 students in kindergarten through 12th grade aged 20 or younger as of December 31, 2002. A maximum of two students were sampled per household. The sample includes about 5,700 students enrolled in kindergarten through 5th grade, 3,000 students enrolled in 6th through 8th grade, and 3,800 students enrolled in 9th through 12th grade. Of the 12,400 students, about 300 were being homeschooled for at least part of their instruction. Given the emphasis of this report on parental expectations for their children's educational attainment, in particular their postsecondary education, the analytic sample for this report was limited to students in grades 6th to 12th grade. The unweighted size of the analytic sample was about 6,800 students. Of those about 200 students were either ungraded, homeschooled, or in special education but were in the grades equivalent of 6th to 12th grade.

Response Rates

The weighted response rate for NHES:2003 screener was 65 percent with about 32,000 households completing a screener. The completion rate for PFI, or the percentage of eligible sampled children for whom interviews were completed, was 83 percent. In total, parents of about 12,400 students completed the interview. Thus, the weighted overall response rate for PFI was 54 percent (the product of the Screener response rate and the PFI completion rate).

To detect and correct for potential nonresponse bias, a unit nonresponse bias analysis was conducted for the 2003 NHES. This study involved an examination of unit response rates as a whole and for various subgroups, by variables available for both respondents and nonrespondents such as Census region and grade (Hagedorn et al. 2004a), to identify characteristics that are associated with screener and extended interview unit nonresponse. No significant bias problems were detected, although unit response rates slightly differed by Census region. The Midwest had the highest unit response rate (86 percent) whereas the South had the lowest (81 percent). The unit response rates did not vary by grade. Additionally, an unpublished analysis of bias was conducted in which comparisons were made between population estimates from the NHES and the Current Population Survey (CPS) on characteristics such as the percentage distribution of children in kindergarten through grade 12 enrolled in public or private school, the percentage distribution of children in kindergarten through grade 12 by grade, and the percentage distribution of children in kindergarten through grade 12 by household income, among others. These analyses revealed few differences between NHES and CPS estimates, indicating that the NHES estimates are reasonable estimates of population characteristics. Although these comparisons are unpublished, tables with similar comparisons for the 2005 NHES surveys are presented in Roth, Montaquila, and Chapman (2006).

The item response rates (the completion rate for individual survey items) for PFI were high with a median item response rate of 99.3 percent. The item response rates were less than 90 percent for 33 items in the PFI data; for most of those items, the rates ranged between 80 and 90 percent. In most cases, items with low item response rates were asked only of a subset of respondents.

Using a method called Hot-deck imputation (Kalton and Kasprzyk 1986), responses were imputed for items with missing values that were not specified to have “not ascertained,” “don’t know,” and “refused” as a legitimate response categories. Additional information on the NHES:2003 unit response rates, item response rates, and nonresponse bias analyses can be found in the *National Household Education Surveys of 2003: Data File User’s Manual, Volume I* (Hagedorn et al. 2004a).

Accuracy of Estimates

The survey responses were weighted to produce national estimates. The weights were designed to adjust for two types of errors, nonsampling and sampling, that can be found in any survey sample. Sampling errors occur because observations are made only on samples of students and not on entire populations. The sample selected for NHES:2003 is just one of many possible samples that could have been selected. Therefore, estimates produced from the NHES:2003 sample may differ from estimates that would have been produced from other samples.

Nonsampling errors occur not only in sample surveys but also in complete censuses of entire populations. Nonsampling errors can be attributed to a number of sources: inability to obtain complete information about all students or all households in the sample (some students or households refused to participate, or parents of students participated but answered only certain items); ambiguous survey definitions; differences across respondents in interpreting questions;

inability or unwillingness to give correct information; mistakes in recording or coding data; and other errors of collecting, processing, sampling, and imputing missing data. Although nonsampling errors due to questionnaire and item nonresponse can be reduced somewhat by the adjustment of sample weights and imputation procedures, completely correcting for nonsampling errors or gauging the effects of these errors is typically difficult.

The standard error is a measure of the variability due to sampling when estimating a statistic. Standard errors can be used as a measure of the precision expected from a particular sample. The probability that a complete census count would differ from the sample estimate by less than 1 standard error is about 68 percent. The chance that the difference would be less than 1.65 standard errors is about 90 percent, and that the difference would be less than 1.96 standard errors, about 95 percent. Standard errors for all of the estimates are presented in appendix C.

Because the NHES data were collected using a complex sample design, a method known as jackknife replication was used to generate accurate standard errors and to estimate the statistical significance of the estimates. Complex sample designs result in data that violate some of the assumptions that are normally required to assess the statistical significance of the results. Prior to corrections for sample design, the sampling errors of the estimates from the survey are frequently smaller (given that sample clusters are more homogenous) than would be expected if the sample was a simple random sample. The jackknife replication method available in Wesvar was used to estimate variances that reflected the actual sample design used in NHES:2003 (Wolter 1985).

Statistical Tests

Differences discussed in this report are significant at the 95 percent confidence level or higher, and where a lack of difference is noted, the significance of the difference is below this threshold. The Student's *t* statistic was used to test the likelihood that the differences between the two independent estimates were larger than would be expected due to sampling error. The Student's *t* values can be computed for comparisons using the estimates in the tables with the following formula:

$$t = \frac{e_1 - e_2}{\sqrt{(s.e._1)^2 + (s.e._2)^2}}$$

where e_1 and e_2 are the estimates to be compared and $s.e._1$ and $s.e._2$ are their corresponding standard errors.

To determine whether a difference is statistically significant, a *t* value is calculated for the difference between a pair of proportions or means. This value is then compared to *t* values at critical levels, called *alpha* levels. The *alpha* level is an *a priori* statement of the probability of inferring that a difference exists when, in fact, it does not. The *alpha* level used in this report is .05 and the critical value for the *alpha* of .05 is 1.96; differences discussed in the text have been tested and found significant at this level.

In order to make proper inferences and interpretations from the statistics, it is important to keep in mind that though comparisons resulting in large t statistics may appear to merit special attention, this is not always the case since the size of the t statistic depends not only on the observed differences in the two estimates being compared, but also on the standard error of the difference. Thus, a small difference between two groups with a much smaller standard error could result in a large t statistic, but this small difference is not necessarily noteworthy.

Appendix C—Supplemental Tables

Table C1. Standard errors for table 1: Number and percentage distribution of 6th through 12th grade students according to the highest level of education their parents expected them to obtain, by selected student, family, school, and parental involvement characteristics: 2003

Characteristic	Number of students (in thousands)	High school or less (percent)	Some postsecondary education ¹ (percent)	Bachelor's degree or higher (percent)
Total	9	0.5	0.6	0.8
Student characteristics				
Grade in school				
6 through 8	7	0.7	0.8	1.0
9 and 10	0	0.9	1.3	1.3
11 and 12	6	0.8	1.2	1.5
Sex				
Male	177	0.8	0.8	1.0
Female	176	0.6	0.9	1.0
Race/ethnicity				
White, non-Hispanic	161	0.6	0.8	0.9
Black, non-Hispanic	108	1.4	1.7	2.3
Hispanic	100	1.2	1.5	1.7
Asian/Pacific Islander	71	2.4	4.4	4.8
Other, non-Hispanic	86	5.2	4.9	5.1
Student's average grades across all subjects ²				
Mostly A's	214	0.4	0.7	0.7
Mostly B's	185	0.7	0.9	1.2
Mostly C's	175	1.3	1.7	1.8
Mostly D/F's	100	3.3	3.9	3.8
Family characteristics				
Family structure				
Single parent	196	1.1	1.2	1.5
Two parent	194	0.5	0.7	0.8
Other	84	3.6	3.9	3.9
Household income				
\$25,000 or less	130	1.4	1.6	1.8
\$25,001 to \$50,000	202	1.0	1.3	1.5
\$50,001 to \$75,000	196	0.7	1.3	1.3
More than \$75,000	188	0.6	0.9	1.1
Language spoken most at home by parents				
Other	120	1.3	1.8	2.0
English	119	0.5	0.7	0.8
Parents' country of birth				
Other	157	0.6	0.7	0.8
United States or U.S. Territories	156	0.8	1.4	1.5
Parents' education				
Bachelor's degree or higher	200	0.3	0.8	0.9
Some postsecondary education ¹	225	0.8	1.2	1.3
High school only	213	1.2	1.4	1.5
Less than high school	133	3.5	2.9	3.6
School characteristics				
School type				
Public	132	0.6	0.7	0.8
Private	124	1.0	1.4	1.4
Homeschool ³	62	3.9	4.4	5.3

See notes at end of table.

Table C1. Standard errors for table 1: Number and percentage distribution of 6th through 12th grade students according to the highest level of education their parents expected them to obtain, by selected student, family, school, and parental involvement characteristics: 2003—Continued

Characteristic	Number of students (in thousands)	High school or less (percent)	Some postsecondary education ¹ (percent)	Bachelor's degree or higher (percent)
Parental involvement				
Parent-student educational/cultural activities index ⁴				
No activities	187	0.8	1.1	1.3
One activity	161	0.8	1.2	1.4
Two activities	174	0.7	1.1	1.2
Three or four activities	114	1.1	2.0	2.0
Discussed time management				
No	204	0.6	0.7	0.8
Yes	204	1.1	1.6	2.1

¹"Some postsecondary education" includes attending a vocational or technical school after high school and attending two or more years of college but less than finishing a four- or five-year college degree.

²This question is based on parental reports of student's average grades and was not asked of parents of homeschooled who attended public or private school less than 9 hours per week.

³Homeschoolers include children schooled at home who attended public or private schools less than 9 hours per week.

⁴The Parent and Family Involvement in Education (PFI) survey measured four forms of educational and cultural activities that students and parents can share. These activities, measured on a monthly basis, include: 1) visiting a library, 2) attending a concert or play, 3) visiting an art gallery, museum, or historical site, and 4) visiting a zoo or aquarium.

NOTE: The "Number of students" column are population totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the 2003 National Household Education Surveys Program (PFI-NHES:2003).

Table C2. Standard errors for table 2: Number and percentage distribution of 6th through 12th grade students according to how well their parents perceived the school provided information about how to help students plan for postsecondary education, by selected student, family, school, and parental involvement characteristics: 2003

Characteristic	Number of students (in thousands)	How to help student plan for postsecondary education (percent)			
		Does it very well	Just ok	Not very well	Doesn't do it at all
	62	0.7	0.7	0.5	0.6
Total					
Student characteristics					
Grade in school					
6 through 8	45	0.9	1.0	0.8	1.0
9 and 10	28	1.2	1.3	0.7	1.1
11 and 12	40	1.5	1.5	0.9	0.9
Sex					
Male	182	0.9	1.1	0.7	0.8
Female	177	1.0	1.0	0.7	0.9
Race/ethnicity					
White, non-Hispanic	165	0.9	0.9	0.7	0.8
Black, non-Hispanic	111	2.2	1.9	1.2	2.0
Hispanic	101	1.8	1.3	0.9	1.6
Asian/Pacific Islander	69	4.7	4.4	2.7	4.2
Other, non-Hispanic	83	5.0	3.5	2.9	4.4
Student's average grades across all subjects ¹					
Mostly A's	214	0.9	1.0	0.8	1.1
Mostly B's	185	1.1	1.0	0.8	1.1
Mostly C's	175	1.7	1.8	1.1	1.8
Mostly D/F's	100	3.6	3.2	3.0	3.8
Family characteristics					
Family structure					
Single parent	197	1.7	1.4	1.2	1.3
Two parent	197	0.8	0.8	0.6	0.7
Other	85	3.5	4.2	2.2	4.4
Household income					
\$25,000 or less	128	1.8	1.6	1.1	1.5
\$25,001 to \$50,000	202	1.4	1.3	1.1	1.3
\$50,001 to \$75,000	189	1.5	1.5	1.3	1.2
More than \$75,000	190	1.3	1.3	0.8	1.1
Language spoken most at home by parents					
Other	120	2.0	1.8	1.0	2.1
English	129	0.8	0.8	0.6	0.7
Parents' country of birth					
Other	155	1.6	1.5	1.0	1.5
United States or U.S. Territories	162	0.8	0.8	0.6	0.7
Parents' education					
Bachelor's degree or higher	205	1.1	1.0	0.9	1.1
Some postsecondary education ²	226	1.3	1.4	1.0	1.1
High school only	207	1.5	1.3	1.2	1.3
Less than high school	130	3.0	2.7	1.3	2.7
Highest level of education parents expect student to obtain					
Bachelor's degree or higher	226	0.8	0.8	0.6	0.8
Some postsecondary education ²	190	1.3	1.5	1.2	1.4
High school or less	128	2.5	2.2	1.6	2.4
School characteristics					
School type					
Public	132	0.8	0.8	0.6	0.7
Private	124	1.9	1.6	1.1	1.8

See notes at end of table.

Table C2. Standard errors for table 2: Number and percentage distribution of 6th through 12th grade students according to how well their parents perceived the school provided information about how to help students plan for postsecondary education, by selected student, family, school, and parental involvement characteristics: 2003—Continued

Characteristic	Number of students (in thousands)	How to help student plan for postsecondary education (percent)				
		Does it very well	Just ok	Not very well	Doesn't do it at all	
Parental involvement						
Parent-student educational/cultural activities index ³						
No activities	189	1.2	1.1	0.9	1.1	
One activity	158	1.2	1.3	0.9	1.2	
Two activities	173	1.7	1.6	0.9	1.4	
Three or four activities	112	2.5	2.3	1.3	2.3	
Discussed time management						
No	204	1.6	1.3	1.2	1.5	
Yes	211	0.8	0.8	0.6	0.6	

¹ This question is based on parental reports of student's average grades and was not asked of parents of homeschooled students who attended public or private school less than 9 hours per week.

² "Some postsecondary education" includes attending a vocational or technical school after high school and attending two or more years of college but less than finishing a four- or five-year college degree.

³ The Parent and Family Involvement in Education (PFI) survey measured four forms of educational and cultural activities that students and parents can share. These activities, measured on a monthly basis, include: 1) visiting a library, 2) attending a concert or play, 3) visiting an art gallery, museum, or historical site, and 4) visiting a zoo or aquarium.

NOTE: The "Number of students" column are population totals. Sample is limited to parents of students who attended private or public school for 9 hours or more per week.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the 2003 National Household Education Surveys Program (PFI-NHES:2003).

Table C3. Standard errors for table 3: Number and percentage distribution of 6th through 12th grade students whose parents expected them to attain at least some postsecondary education according to whether parents reported that the family was planning on helping to pay postsecondary education costs, by selected student, family, school, and parental involvement characteristics: 2003

Characteristic	Number of students (in thousands)	Family was planning on helping to pay postsecondary education costs (percent)		
		Yes	No	Have not thought about it
Total	148	0.8	0.4	0.7
Student characteristics				
Grade in school				
6 through 8	85	1.0	0.3	1.0
9 and 10	74	1.2	0.6	1.1
11 and 12	63	1.3	0.7	1.1
Sex				
Male	192	1.0	0.5	1.0
Female	182	0.8	0.4	0.8
Race/ethnicity				
White, non-Hispanic	179	0.8	0.4	0.7
Black, non-Hispanic	113	2.1	1.3	2.1
Hispanic	103	2.1	0.5	2.1
Asian/Pacific Islander	66	3.8	1.2	3.6
Other, non-Hispanic	75	3.4	2.3	2.6
Student's average grades across all subjects ¹				
Mostly A's	208	1.0	0.6	0.9
Mostly B's	192	1.1	0.5	0.9
Mostly C's	157	2.0	0.8	1.9
Mostly D/F's	76	3.9	1.8	3.7
Family characteristics				
Family structure				
Single parent	196	1.5	0.9	1.5
Two parent	178	0.8	0.4	0.6
Other	72	5.2	2.2	5.3
Household income				
\$25,000 or less	124	1.8	0.9	1.7
\$25,001 to \$50,000	196	1.6	0.8	1.5
\$50,001 to \$75,000	194	1.1	0.8	0.8
More than \$75,000	181	0.8	0.4	0.7
Language spoken most at home by parents				
Other	111	2.7	1.1	2.6
English	197	0.7	0.4	0.6
Parents' country of birth				
Other	140	1.8	0.8	1.7
United States or U.S. Territories	212	0.7	0.4	0.7
Parents' education				
Bachelor's degree or higher	197	0.6	0.5	0.4
Some postsecondary education ²	237	1.6	0.8	1.4
High school only	195	1.6	0.7	1.5
Less than high school	116	3.1	1.1	3.1
Highest level of education parents expect student to obtain				
Bachelor's degree or higher	220	0.9	0.4	0.7
Some postsecondary education ²	191	1.5	0.7	1.4
High school or less	†	†	†	†
School characteristics				
School type				
Public	183	0.8	0.4	0.8
Private	125	1.3	0.8	1.0
Homeschool ³	57	5.0	3.5	3.7

See notes at end of table.

Table C3. Standard errors for table 3: Number and percentage distribution of 6th through 12th grade students whose parents expected them to attain at least some postsecondary education according to whether parents reported that the family was planning on helping to pay postsecondary education costs, by selected student, family, school, and parental involvement characteristics: 2003—Continued

Characteristic	Number of students (in thousands)	Family was planning on helping to pay postsecondary education costs (percent)		Have not thought about it
		Yes	No	
Parental involvement				
Parent-student educational/cultural activities index ⁴				
No activities	173	1.3	0.6	1.2
One activity	181	1.1	0.7	0.8
Two activities	169	1.2	0.6	1.1
Three or four activities	113	2.2	1.2	1.9
Discussed time management				
No	176	1.9	0.8	1.6
Yes	236	0.8	0.4	0.7

† Not applicable.

¹ This question is based on parental reports of student's average grades and was not asked of parents of homeschooled who attended public or private school less than 9 hours per week.

² "Some postsecondary education" includes attending a vocational or technical school after high school and attending two or more years of college but less than finishing a four- or five-year college degree.

³ Homeschoolers include children schooled at home who attended public or private schools less than 9 hours per week.

⁴ The Parent and Family Involvement in Education (PFI) survey measured four forms of educational and cultural activities that students and parents can share. These activities, measured on a monthly basis, include: 1) visiting a library, 2) attending a concert or play, 3) visiting an art gallery, museum, or historical site, and 4) visiting a zoo or aquarium.

NOTE: The "Number of students" column are population totals. Sample in table is limited to those students whose parents expected them to continue their education after high school.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the 2003 National Household Education Surveys Program (PFI-NHES:2003).

Table C4. Standard errors for table 4: Number and percentage distribution of 6th through 12th grade students whose family was planning on helping to pay postsecondary education costs according to whether parents reported that they had enough information about college costs to begin planning, by selected student, family, school, and parental involvement characteristics: 2003

Characteristic	Number of students (in thousands)	Parents had enough information about college costs to start planning (percent)			Have not thought about it
		Yes		No	
		Yes	No		
Total	246	0.9	0.8	0.6	
Student characteristics					
Grade in school					
6 through 8	134	1.3	1.1	0.9	
9 and 10	107	1.7	1.4	1.1	
11 and 12	96	1.5	1.4	0.7	
Sex					
Male	204	1.2	1.1	0.9	
Female	196	1.2	1.0	0.9	
Race/ethnicity					
White, non-Hispanic	197	1.2	1.1	0.7	
Black, non-Hispanic	118	2.6	2.1	2.1	
Hispanic	100	2.1	1.9	1.7	
Asian/Pacific Islander	62	5.6	3.8	5.7	
Other, non-Hispanic	60	5.8	5.0	5.0	
Student's average grades across all subjects ¹					
Mostly A's	197	1.3	1.0	0.8	
Mostly B's	194	1.3	1.2	1.0	
Mostly C's	155	2.2	1.9	1.6	
Mostly D/F's	66	5.5	5.5	4.2	
Family characteristics					
Family structure					
Single parent	178	1.6	1.7	1.4	
Two parent	241	1.1	0.9	0.7	
Other	57	4.4	4.4	4.3	
Household income					
\$25,000 or less	135	2.4	2.0	2.1	
\$25,001 to \$50,000	173	1.9	1.7	1.2	
\$50,001 to \$75,000	181	2.0	1.6	1.5	
More than \$75,000	171	1.3	1.1	0.8	
Language spoken most at home by parents					
Other	95	2.8	2.3	2.5	
English	260	1.0	0.8	1.2	
Parents' country of birth					
Other	126	1.9	1.7	1.7	
United States or U.S. Territories	263	1.0	0.9	0.7	
Parents' education					
Bachelor's degree or higher	189	1.0	0.9	0.7	
Some postsecondary education ²	229	1.6	1.4	1.1	
High school only	170	2.2	1.9	1.7	
Less than high school	81	4.7	5.6	5.0	
Highest level of education parents expect student to obtain					
Bachelor's degree or higher	232	0.9	0.8	0.6	
Some postsecondary education ²	169	2.0	1.8	1.6	
High school or less	†	†	†	†	
School characteristics					
School type					
Public	260	0.9	0.8	0.7	
Private	120	2.1	1.7	1.2	
Homeschool ³	50	5.0	4.4	3.2	

See notes at end of table.

Table C4. Standard errors for table 4: Number and percentage distribution of 6th through 12th grade students whose family was planning on helping to pay postsecondary education costs according to whether parents reported that they had enough information about college costs to begin planning, by selected student, family, school, and parental involvement characteristics: 2003—Continued

Characteristic	Number of students (in thousands)	Parents had enough information about college costs to start planning (percent)		Have not thought about it
		Yes	No	
Parental involvement				
Parent-student educational/cultural activities index ⁴				
No activities	179	1.6	1.3	1.1
One activity	176	1.3	1.1	1.0
Two activities	142	1.8	1.5	1.1
Three or four activities	103	2.9	2.2	1.9
Discussed time management				
No	166	1.8	1.4	1.3
Yes	243	0.9	0.9	0.6

† Not applicable.

¹ This question is based on parental reports of student's average grades and was not asked of parents of homeschoolers who attended public or private school less than 9 hours per week.

² "Some postsecondary education" includes attending a vocational or technical school after high school and attending two or more years of college but less than finishing a four- or five-year college degree.

³ Homeschoolers include children schooled at home who attended public or private schools less than 9 hours per week.

⁴ The Parent and Family Involvement in Education (PFI) survey measured four forms of educational and cultural activities that students and parents can share. These activities, measured on a monthly basis, include: 1) visiting a library, 2) attending a concert or play, 3) visiting an art gallery, museum, or historical site, and 4) visiting a zoo or aquarium.

NOTE: The "Number of students" column are population totals. Sample in table is limited to those students whose parents expected them to continue their education after high school and reported that they or someone in their family was planning on helping to pay for postsecondary education costs.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the 2003 National Household Education Surveys Program (PFI-NHES:2003).

Appendix D-T-test Results Tables

Table D1. T-test results for table 1 comparisons: Percentage distribution of 6th through 12th grade students according to the highest level of education their parents expected them to obtain, by selected student, family, school, and parental involvement characteristics: 2003

Characteristic	High school or less (percent)	Some postsecondary education ¹ (percent)	Bachelor's degree or higher (percent)
Student characteristics			
Grade in school			
6 through 8 vs. 9 and 10	X	√	√
6 through 8 vs. 10 and 12	X	√	√
9 and 10 vs. 10 and 12	√	X	X
Sex			
Male vs. female	√	X	√
Race/ethnicity			
White, non-Hispanic vs. Black, non-Hispanic	X	X	X
White, non-Hispanic vs. Hispanic	√	X	X
White, non-Hispanic vs. Asian/Pacific Islander	X	√	√
White, non-Hispanic vs. Other, non-Hispanic	X	X	√
Black, non-Hispanic vs. Hispanic	X	X	X
Black, non-Hispanic vs. Asian/Pacific Islander	√	√	√
Black, non-Hispanic vs. Other, non-Hispanic	X	X	X
Hispanic vs. Asian/Pacific Islander	√	X	√
Hispanic vs. Other, non-Hispanic	X	X	√
Asian/Pacific Islander vs. Other, non-Hispanic	√	√	√
Student's average grades across all subjects ²			
Mostly A's vs. Mostly B's	√	√	√
Mostly A's vs. Mostly C's	√	√	√
Mostly A's vs. Mostly D/F's	√	√	√
Mostly B's vs. Mostly C's	√	√	√
Mostly B's vs. Mostly D/F's	√	√	√
Mostly C's vs. Mostly D/F's	√	X	√
Family characteristics			
Family structure			
Single parent vs. Two parent	√	√	√
Single parent vs. Other	√	X	X
Two parent vs. Other	√	X	√
Household income			
\$25,000 or less vs. \$25,001 to \$50,000	√	√	√
\$25,000 or less vs. \$50,001 to \$75,000	√	√	√
\$25,000 or less vs. More than \$75,000	√	√	√
\$25,001 to \$50,000 vs. \$50,001 to \$75,000	√	√	√
\$25,001 to \$50,000 vs. More than \$75,000	√	√	√
\$50,001 to \$75,000 vs. More than \$75,000	√	√	√
Language spoken most at home by parents			
Other vs. English	X	√	√
Parents' country of birth			
Other vs. United States or U.S. Territories	X	√	√
Parents' education			
Bachelor's degree or higher vs. Some postsecondary education	√	√	√
Bachelor's degree or higher vs. High school only	√	√	√
Bachelor's degree or higher vs. Less than high school	√	√	√
Some postsecondary education ¹ vs. High school only	√	√	√
Some postsecondary education vs. Less than high school	√	X	√
High school only vs. Less than high school	√	√	X
School characteristics			
School type			
Public vs. Private	√	√	√
Public vs. Homeschool ³	X	X	X
Private vs. Homeschool	√	√	√

See notes at end of table.

Table D1. T-test results for table 1 comparisons: Percentage distribution of 6th through 12th grade students according to the highest level of education their parents expected them to obtain, by selected student, family, school, and parental involvement characteristics: 2003—Continued

Characteristic	High school or less (percent)	Some postsecondary education ¹ (percent)	Bachelor's degree or higher (percent)
Parental involvement			
Parent-student educational/cultural activities index ⁴			
No activities vs. One activity	✓	X	✓
No activities vs. Two activities	✓	✓	✓
No activities vs. Three or four activities	✓	✓	✓
One activity vs. Two activities	✓	✓	✓
One activity vs. Three or four activities	✓	✓	✓
Two activities vs. Three or four activities	X	X	X
Discussed time management			
No vs. Yes	X	X	X

✓ T-test significant at .05 level of significance.

X T-test not significant at .05 level of significance.

¹ "Some postsecondary education" includes attending a vocational or technical school after high school and attending two or more years of college but less than finishing a four- or five-year college degree.

² This question is based on parental reports of student's average grades and was not asked of parents of homeschooled who attended public or private school less than 9 hours per week.

³ Homeschoolers include children schooled at home who attended public or private schools less than 9 hours per week.

⁴ The Parent and Family Involvement in Education (PFI) survey measured four forms of educational and cultural activities that students and parents can share. These activities, measured on a monthly basis, include: 1) visiting a library, 2) attending a concert or play, 3) visiting an art gallery, museum, or historical site, and 4) visiting a zoo or aquarium.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the 2003 National Household Education Surveys Program (PFI-NHES:2003).

Table D2. T-test results for table 2 comparisons: Percentage distribution of 6th through 12th grade students according to how well their parents perceived the school provided information about how to help students plan for postsecondary education, by selected student, family, school, and parental involvement characteristics: 2003

Characteristic	How to help student plan for postsecondary education (percent)			
	Does it very well	Just ok	Not very well	Doesn't do it at all
Student characteristics				
Grade in school				
6 through 8 vs. 9 and 10	✓	✓	✓	✓
6 through 8 vs. 10 and 12	✓	✓	✓	✓
9 and 10 vs. 10 and 12	✓	X	X	✓
Sex				
Male vs. female	X	X	X	X
Race/ethnicity				
White, non-Hispanic vs. Black, non-Hispanic	X	✓	✓	✓
White, non-Hispanic vs. Hispanic	✓	✓	✓	✓
White, non-Hispanic vs. Asian/Pacific Islander	X	X	X	X
White, non-Hispanic vs. Other, non-Hispanic	X	X	X	✓
Black, non-Hispanic vs. Hispanic	X	X	X	X
Black, non-Hispanic vs. Asian/Pacific Islander	X	X	X	X
Black, non-Hispanic vs. Other, non-Hispanic	X	X	X	X
Hispanic vs. Asian/Pacific Islander	X	✓	X	X
Hispanic vs. Other, non-Hispanic	X	X	X	X
Asian/Pacific Islander vs. Other, non-Hispanic	X	X	X	✓
Student's average grades across all subjects ¹				
Mostly A's vs. Mostly B's	✓	X	X	✓
Mostly A's vs. Mostly C's	✓	X	X	✓
Mostly A's vs. Mostly D/F's	✓	X	✓	✓
Mostly B's vs. Mostly C's	✓	X	X	X
Mostly B's vs. Mostly D/F's	✓	X	✓	X
Mostly C's vs. Mostly D/F's	✓	X	X	X
Family characteristics				
Family structure				
Single parent vs. Two parent	X	X	X	✓
Single parent vs. Other	X	✓	X	X
Two parent vs. Other	X	✓	X	✓
Household income				
\$25,000 or less vs. \$25,001 to \$50,000	X	X	✓	✓
\$25,000 or less vs. \$50,001 to \$75,000	X	✓	✓	✓
\$25,000 or less vs. More than \$75,000	X	✓	✓	✓
\$25,001 to \$50,000 vs. \$50,001 to \$75,000	X	X	X	✓
\$25,001 to \$50,000 vs. More than \$75,000	X	X	X	✓
\$50,001 to \$75,000 vs. More than \$75,000	X	X	X	X
Language spoken most at home by parents				
Other vs. English	✓	✓	✓	✓
Parents' country of birth				
Other vs. United States or U.S. Territories	✓	✓	✓	✓
Parents' education				
Bachelor's degree or higher vs. Some postsecondary education	✓	X	X	X
Bachelor's degree or higher vs. High school only	X	✓	X	✓
Bachelor's degree or higher vs. Less than high school	X	✓	✓	✓
Some postsecondary education ² vs. High school only	X	✓	X	X
Some postsecondary education vs. Less than high school	✓	✓	✓	X
High school only vs. Less than high school	X	X	✓	X
Highest level of education parents expect student to obtain				
Bachelor's degree or higher vs. Some postsecondary education	✓	X	X	X
Bachelor's degree or higher vs. High school or less	X	X	X	✓
Some postsecondary education vs. High school or less	X	X	✓	✓
School characteristics				
School type				
Public vs. Private	✓	✓	✓	X

See notes at end of table.

Table D2. T-test results for table 2 comparisons: Percentage distribution of 6th through 12th grade students according to how well their parents perceived the school provided information about how to help students plan for postsecondary education, by selected student, family, school, and parental involvement characteristics: 2003—Continued

Characteristic	How to help student plan for postsecondary education (percent)			
	Does it very well	Just ok	Not very well	Doesn't do it at all
Parental involvement				
Parent-student educational/cultural activities index ³				
No activities vs. One activity	X	X	X	X
No activities vs. Two activities	X	X	X	X
No activities vs. Three or four activities	X	X	✓	X
One activity vs. Two activities	X	X	X	X
One activity vs. Three or four activities	X	X	✓	X
Two activities vs. Three or four activities	X	X	✓	X
Discussed time management				
No vs. Yes	X	✓	X	✓

✓ T-test significant at .05 level of significance.

X T-test not significant at .05 level of significance.

¹ This question is based on parental reports of student's average grades and was not asked of parents of homeschooled who attended public or private school less than 9 hours per week.

² "Some postsecondary education" includes attending a vocational or technical school after high school and attending two or more years of college but less than finishing a four- or five-year college degree.

³ The Parent and Family Involvement in Education (PFI) survey measured four forms of educational and cultural activities that students and parents can share. These activities, measured on a monthly basis, include: 1) visiting a library, 2) attending a concert or play, 3) visiting an art gallery, museum, or historical site, and 4) visiting a zoo or aquarium.

NOTE: Sample is limited to parents of students who attended private or public school for 9 or more hours per week.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the 2003 National Household Education Surveys Program (PFI-NHES:2003).

Table D3. T-test results for table 3 comparisons: Percentage distribution of 6th through 12th grade students whose parents expected them to attain at least some postsecondary education according to whether parents reported that the family was planning on helping to pay postsecondary education costs, by selected student, family, school, and parental involvement characteristics: 2003

Characteristic	Family was planning on helping to pay postsecondary education costs (percent)		
	Yes	No	Have not thought about it
Student characteristics			
Grade in school			
6 through 8 vs. 9 and 10	X	X	X
6 through 8 vs. 10 and 12	X	√	√
9 and 10 vs. 10 and 12	X	√	√
Sex			
Male vs. Female	X	X	X
Race/ethnicity			
White, non-Hispanic vs. Black, non-Hispanic	√	X	√
White, non-Hispanic vs. Hispanic	√	√	√
White, non-Hispanic vs. Asian/Pacific Islander	√	X	√
White, non-Hispanic vs. Other, non-Hispanic	X	X	X
Black, non-Hispanic vs. Hispanic	X	X	√
Black, non-Hispanic vs. Asian/Pacific Islander	X	X	X
Black, non-Hispanic vs. Other, non-Hispanic	√	X	√
Hispanic vs. Asian/Pacific Islander	X	√	X
Hispanic vs. Other, non-Hispanic	√	X	√
Asian/Pacific Islander vs. Other, non-Hispanic	X	X	√
Student's average grades across all subjects ¹			
Mostly A's vs. Mostly B's	X	X	X
Mostly A's vs. Mostly C's	√	X	√
Mostly A's vs. Mostly D/F's	√	X	√
Mostly B's vs. Mostly C's	√	X	√
Mostly B's vs. Mostly D/F's	√	X	X
Mostly C's vs. Mostly D/F's	X	X	X
Family characteristics			
Family structure			
Single parent vs. Two parent	√	X	√
Single parent vs. Other	√	√	X
Two parent vs. Other	√	X	√
Household income			
\$25,000 or less vs. \$25,001 to \$50,000	√	X	√
\$25,000 or less vs. \$50,001 to \$75,000	√	X	√
\$25,000 or less vs. More than \$75,000	√	√	√
\$25,001 to \$50,000 vs. \$50,001 to \$75,000	√	X	√
\$25,001 to \$50,000 vs. More than \$75,000	√	√	√
\$50,001 to \$75,000 vs. More than \$75,000	√	√	√
Language spoken most at home by parents			
Other vs. English	√	X	√
Parents' country of birth			
Other vs. United States or U.S. Territories	√	X	√
Parents' education			
Bachelor's degree or higher vs. Some postsecondary education	√	X	√
Bachelor's degree or higher vs. High school only	√	√	√
Bachelor's degree or higher vs. Less than high school	√	√	√
Some postsecondary education ² vs. High school only	√	√	√
Some postsecondary education vs. Less than high school	√	√	√
High school only vs. Less than high school	√	√	√
Highest level of education parents expect student to obtain			
Bachelor's degree or higher vs. Some postsecondary education ²	√	√	√
Bachelor's degree or higher vs. High school or less	†	†	†
Some postsecondary education vs. High school or less	†	†	†

See notes at end of table.

Table D3. T-test results for table 3 comparisons: Percentage distribution of 6th through 12th grade students whose parents expected them to attain at least some postsecondary education according to whether parents reported that the family was planning on helping to pay postsecondary education costs, by selected student, family, school, and parental involvement characteristics: 2003—Continued

Characteristic	Family was planning on helping to pay postsecondary education costs (percent)		
	Yes	No	Have not thought about it
School characteristics			
School type			
Public vs. Private	√	X	√
Public vs. Homeschool ³	X	X	X
Private vs. Homeschool	√	X	√
Parental involvement			
Parent-student educational/cultural activities index ⁴			
No activities vs. One activity	√	X	√
No activities vs. Two activities	√	√	√
No activities vs. Three or four activities	√	X	√
One activity vs. Two activities	X	X	X
One activity vs. Three or four activities	X	X	X
Two activities vs. Three or four activities	X	X	X
Discussed time management			
No vs. Yes	√	√	√

√ T-test significant at .05 level of significance.

X T-test not significant at .05 level of significance.

† Not applicable.

¹ This question is based on parental reports of student's average grades and was not asked of parents of homeschoolers who attended public or private school less than 9 hours per week.

² "Some postsecondary education" includes attending a vocational or technical school after high school and attending two or more years of college but less than finishing a four- or five-year college degree.

³ Homeschoolers include children schooled at home who attended public or private schools less than 9 hours per week.

⁴ The Parent and Family Involvement in Education (PFI) survey measured four forms of educational and cultural activities that students and parents can share. These activities, measured on a monthly basis, include: 1) visiting a library, 2) attending a concert or play, 3) visiting an art gallery, museum, or historical site, and 4) visiting a zoo or aquarium.

NOTE: Sample in table is limited to those students whose parents expected them to continue their education after high school.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the 2003 National Household Education Surveys Program (PFI-NHES:2003).

Table D4. T-test results for table 4 comparisons: Percentage distribution of 6th through 12th grade students whose family was planning on helping to pay postsecondary education costs according to whether parents reported that they had enough information about college costs to begin planning, by selected student, family, school, and parental involvement characteristics: 2003

Characteristic	Parents had enough information about college costs to start planning (percent)		
	Yes	No	Have not thought about it
Student characteristics			
Grade in school			
6 through 8 vs. 9 and 10	X	X	√
6 through 8 vs. 10 and 12	√	X	√
9 and 10 vs. 10 and 12	√	√	√
Sex			
Male vs. Female	X	X	X
Race/ethnicity			
White, non-Hispanic vs. Black, non-Hispanic	√	√	√
White, non-Hispanic vs. Hispanic	√	√	√
White, non-Hispanic vs. Asian/Pacific Islander	X	X	X
White, non-Hispanic vs. Other, non-Hispanic	√	√	X
Black, non-Hispanic vs. Hispanic	√	√	X
Black, non-Hispanic vs. Asian/Pacific Islander	X	X	X
Black, non-Hispanic vs. Other, non-Hispanic	X	X	X
Hispanic vs. Asian/Pacific Islander	√	√	X
Hispanic vs. Other, non-Hispanic	X	X	X
Asian/Pacific Islander vs. Other, non-Hispanic	X	X	X
Student's average grades across all subjects ¹			
Mostly A's vs. Mostly B's	√	√	√
Mostly A's vs. Mostly C's	√	√	√
Mostly A's vs. Mostly D/F's	√	√	X
Mostly B's vs. Mostly C's	X	X	X
Mostly B's vs. Mostly D/F's	√	√	X
Mostly C's vs. Mostly D/F's	X	X	X
Family characteristics			
Family structure			
Single parent vs. Two parent	√	√	X
Single parent vs. Other	√	X	√
Two parent vs. Other	√	X	√
Household income			
\$25,000 or less vs. \$25,001 to \$50,000	√	X	√
\$25,000 or less vs. \$50,001 to \$75,000	√	√	√
\$25,000 or less vs. More than \$75,000	√	√	√
\$25,001 to \$50,000 vs. \$50,001 to \$75,000	√	√	X
\$25,001 to \$50,000 vs. More than \$75,000	√	√	√
\$50,001 to \$75,000 vs. More than \$75,000	√	√	√
Language spoken most at home by parents			
Other vs. English	√	√	√
Parents' country of birth			
Other vs. United States or U.S. Territories	√	√	√
Parents' education			
Bachelor's degree or higher vs. Some postsecondary education	√	√	√
Bachelor's degree or higher vs. High school only	√	√	√
Bachelor's degree or higher vs. Less than high school	√	√	√
Some postsecondary education ² vs. High school only	√	X	√
Some postsecondary education vs. Less than high school	√	√	√
High school only vs. Less than high school	√	√	X
Highest level of education parents expect student to obtain			
Bachelor's degree or higher vs. Some postsecondary education ²	√	X	√
Bachelor's degree or higher vs. High school or less	†	†	†
Some postsecondary education vs. High school or less	†	†	†

See notes at end of table.

Table D4. T-test results for table 4 comparisons: Percentage distribution of 6th through 12th grade students whose family was planning on helping to pay postsecondary education costs according to whether parents reported that they had enough information about college costs to begin planning, by selected student, family, school, and parental involvement characteristics: 2003—Continued

Characteristic	Parents had enough information about college costs to start planning (percent)		
	Yes	No	Have not thought about it
School characteristics			
School type			
Public vs. Private	√	√	√
Public vs. Homeschool ³	√	X	√
Private vs. Homeschool	X	X	X
Parental involvement			
Parent-student educational/cultural activities index ⁴			
No activities vs. One activity	√	X	√
No activities vs. Two activities	√	X	√
No activities vs. Three or four activities	X	X	X
One activity vs. Two activities	X	X	X
One activity vs. Three or four activities	X	X	X
Two activities vs. Three or four activities	X	X	X
Discussed time management			
No vs. Yes	X	√	√

√ T-test significant at .05 level of significance.

X T-test not significant at .05 level of significance.

† Not applicable.

¹ This question is based on parental reports of student's average grades and was not asked of parents of homeschoolers who attended public or private school less than 9 hours per week.

² "Some postsecondary education" includes attending a vocational or technical school after high school and attending two or more years of college but less than finishing a four- or five-year college degree.

³ Homeschoolers include children schooled at home who attended public or private schools less than 9 hours per week.

⁴ The Parent and Family Involvement in Education (PFI) survey measured four forms of educational and cultural activities that students and parents can share. These activities, measured on a monthly basis, include: 1) visiting a library, 2) attending a concert or play, 3) visiting an art gallery, museum, or historical site, and 4) visiting a zoo or aquarium.

NOTE: Sample in table is limited to those students whose parents expected them to continue their education after high school and reported that they or someone in their family was planning on helping to pay for postsecondary education costs.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the 2003 National Household Education Surveys Program (PFI-NHES:2003).